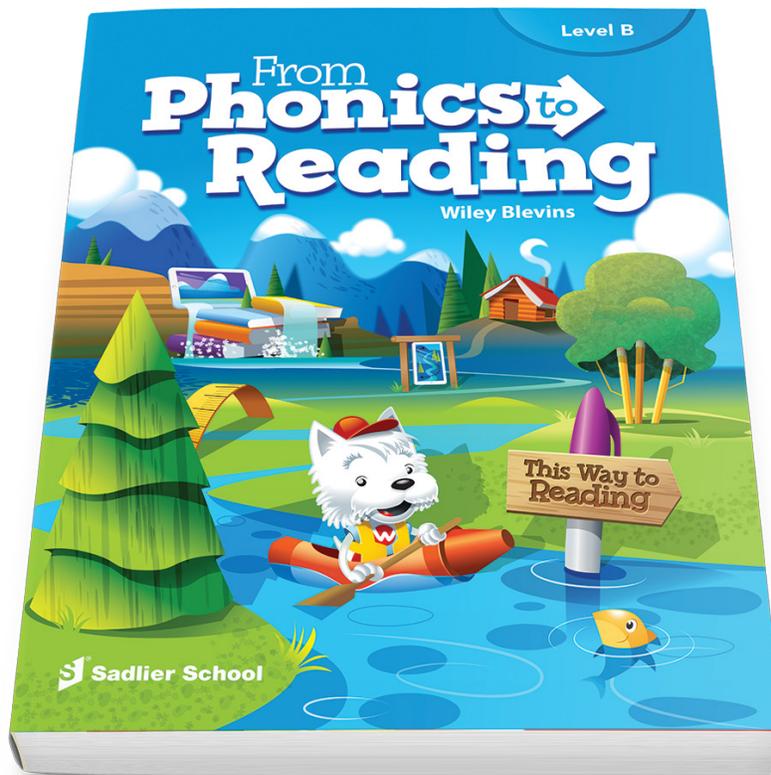


# From Phonics to Reading

Correlation to Arizona’s English Language Arts Standards

2<sup>nd</sup> Grade



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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Short Vowels</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 9</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 9</p> <p><b>Introduction: Long a</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 103</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 10, TE p. 103</p> <p><b>Introduction: Long e</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 123</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 123</p> <p><b>Introduction: Long i</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 143</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE p. 143</p> <p><b>Introduction: Long o</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 153</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 153</p> <p><b>Introduction: Long u</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 163</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 163</p> <p><b>Introduction: Short oo and Long oo</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 247</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 247</p> <p><b>Build Fluency: Speed Drill</b> (underline short or long vowel spellings/read regularly spelled one-syllable words) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 11 Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 105</p> <p style="text-align: right;"><i>continued</i></p>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 125                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 145                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 155                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 165                      Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 249</p> <p><b>Build Fluency: Speed Drill</b>                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE pp. 11-12                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 10, TE pp. 105-106                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE pp. 125-126                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE pp. 145-146                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE pp. 155-156                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE pp. 165-166                      Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE pp. 249-250</p> <p><b>Read Connected Text: Interact with the Text</b>                      (underline words with short or long vowel spellings)                      Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 12                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 106                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 126                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 146                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 156                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 166                      Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 250</p> <p><b>Word Sort: Sort It Out</b>                      Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 13</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 107                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 127                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 147                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 157                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 167                      Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 251</p> <p><b>Word Sort: Closed Sort</b>                      (sort words according to short or long vowel spelling)                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 14                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 10, TE p. 108                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 128                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE p. 148                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 158                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 168                      Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 252</p> <p><b>Independent/Partner Work: Sort Words</b>                      (repeat the closed sort activity)                      Teacher's Edition, Unit 1, Lesson 1, TE p. 17                      Teacher's Edition, Unit 3, Lesson 10, TE p. 111                      Teacher's Edition, Unit 3, Lesson 12, TE p. 131                      Teacher's Edition, Unit 3, Lesson 14, TE p. 151                      Teacher's Edition, Unit 3, Lesson 15, TE p. 161                      Teacher's Edition, Unit 3, Lesson 16, TE p. 171                      Teacher's Edition, Unit 5, Lesson 24, TE p. 255</p>
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Vowel Team Syllables</b>                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 133                      Student Edition &amp; Teacher's Edition, Unit 5, Lesson 28, SE/TE p. 287</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 133                      Lesson Plan: Teacher's Edition, Unit 5, Lesson 28, TE p. 287</p> <p style="text-align: center;"><i>continued</i></p>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Build Fluency: Speed Drill</b> (underline and pronounce vowel team syllable in each word) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 135 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 28, SE/TE p. 289</p> <p><b>Build Fluency: Speed Drill</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE pp. 135-136 Lesson Plan: Teacher's Edition, Unit 5, Lesson 28, TE pp. 289-290</p>
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>c. Identify and apply all six syllable types to decode appropriate grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>Closed Syllables</b></p> <p><b>Introduction: Closed Syllables</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 19 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 19</p> <hr/> <p><b>Read Connected Text: "The Joke Book"</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 22 Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 22</p> <hr/> <p><b>Read Connected Text: Decodable Passage: "A Nutty Picnic"</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 25 Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE pp. 25-26</p> <hr/> <p style="text-align: center;"><b>Vowel-Consonant-e Syllables</b></p> <p><b>Introduction: Final e Syllables</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 71 <b>Introduce Sound-Spelling: Learn and Blend: Final e Syllables</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 71</p> <hr/> <p><b>Read Connected Text: "Surprise Party!"</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 74 Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 74</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>c. Identify and apply all six syllable types to decode appropriate grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Decodable Passage: “A Place for Wildlife”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 77 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE pp. 77–78</p> <p style="text-align: center;"><b>Open Syllables</b></p> <p><b>Introduction: Open Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 113 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 113</p> <p><b>Read Connected Text: “Would You Like?”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 116 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 116</p> <p><b>Read Connected Text: Decodable Passage: “Animals on the Go”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 119 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE pp. 119–120</p> <p style="text-align: center;"><b>Vowel Team Syllables</b></p> <p><b>Introduction: Vowel Team Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 133 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 133</p> <p><b>Read Connected Text: “Breakfast Time”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 136 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 136</p> <p><b>Read Connected Text: Decodable Passage: “Fireboats”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 139 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 139–140</p> <p style="text-align: center;"><i>continued</i></p>

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## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>c. Identify and apply all six syllable types to decode appropriate grade-level text.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>r-Controlled Syllables</b></p> <p><b>Introduction: r-Controlled Vowel /är/</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 185</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 185</p> <hr/> <p><b>Read Connected Text: "Star Party"</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 188 Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 188</p> <hr/> <p><b>Read Connected Text: Decodable Passage: "Sparky"</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 191 Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE pp. 191-192</p> <hr/> <p style="text-align: center;"><b>Consonant-le Syllables</b></p> <p><b>Introduction: Consonant + le Syllables</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 29</p> <p><b>Introduce Sound-Spelling: Learn and Blend: Consonant + le Syllables</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 29</p> <hr/> <p><b>Read Connected Text: "A Happy Baby"</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 32 Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 32</p> <hr/> <p><b>Read Connected Text: Decodable Passage: "Riddle Time"</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 35 Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE pp. 35-36</p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 170</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 170</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less)</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 202</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less)</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 202</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 254</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 254</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 274</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 26, TE p. 274</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Teacher's Edition, Unit 3, Lesson 16, TE p. 171</p> <p><b>Sound-Spelling and Word Study/Morphology: Suffixes (-ful, -less)</b> Teacher's Edition, Unit 4, Lesson 19, TE p. 203</p> <p><b>Sound-Spelling and Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 255</p> <p><b>Sound-Spelling and Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Teacher's Edition, Unit 5, Lesson 26, TE p. 275</p>
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (have/[save]) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 10</p> <p>Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 10</p> <p style="text-align: right;"><i>continued</i></p>

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## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>High-Frequency Words: Read-Spell-Write</b> (some/[home]) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 20 Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 20</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (good/[food], give/[hive]) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 50 Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 50</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (said/[maid]) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 72 Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 72</p> <hr/> <p><b>Introduction: Long o</b> Blend It: Challenge: move/love, none/gone Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 153 Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 153</p>
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (good, do, does) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 50</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 50</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (many, there, said, other) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 72</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 72</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (another, together) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 164</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 164</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<i>continued</i>	<i>continued</i>
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. f. Recognize and read grade-appropriate irregularly spelled words.	<b>High-Frequency Words: Read-Spell-Write</b> (through, water) Student Edition & Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 164  <b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 164
	<b>High-Frequency Words: Read-Spell-Write</b> (people, warm, wash) Student Edition & Teacher's Edition, Unit 5, Lesson 25, SE/TE p. 258  <b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 25, TE p. 258
	<b>Irregular High-Frequency Words</b> SadlierConnect.com, Level B, Overview, High-Frequency Words

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	<b>Read Connected Text: "Yarn from Sheep's Wool"</b> Student Edition & Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 84  <b>Read Connected Text: Connected Text/Interact with Text</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 84  <b>Read Connected Text: "A Laughing Game"</b> Student Edition & Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 198  <b>Read Connected Text: Connected Text/Interact with Text</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 198  <b>Read Connected Text: "Toy Drive!"</b> Student Edition & Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 270  <b>Read Connected Text: Connected Text/Interact with Text</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 270
	<b>Read Connected Text: "A Horse's Tail"</b> Student Edition & Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 87  <i>continued</i>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p><b>Read Connected Text: “Escape from Danger”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 201</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201– 202</p> <p><b>Read Connected Text: “The Compost Heap”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE p. 201</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273– 274</p> <p><b>Decodable Text: “How to Care for a Chick”</b> SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p><b>“How to Care for a Chick” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Decodable Text Lesson Plan, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p><b>Decodable Text: “Ask Nurse Kitty”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 18-23, Lesson 19: r-Controlled /ûr/</p> <p><b>“Ask Nurse Kitty” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 18-23, Decodable Text Lesson Plan, Lesson 19: r-Controlled /ûr/</p> <p><b>Decodable Text: “Poison Ivy”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/</p> <p><b>“Poison Ivy” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Decodable Text Lesson Plan, Lesson 26: Diphthong /oi/</p>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Read Connected Text: “Yarn from Sheep’s Wool”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 84</p> <p><b>Read Connected Text</b> (have children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 84</p> <p><b>Read Connected Text: “A Laughing Game”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p><b>Read Connected Text</b> (have children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 198</p> <p><b>Read Connected Text: “Toy Drive!”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p> <p><b>Read Connected Text</b> (have children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <hr/> <p><b>Independent/Partner Work: Reread Connected Text and Write</b> (reread text with partners) Teacher’s Edition, Unit 2, Lesson 8, TE p. 84 Teacher’s Edition, Unit 4, Lesson 19, TE p. 198 Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <hr/> <p><b>Independent/Partner Work: Build Fluency</b> (reread decodable passages with partners) Teacher’s Edition, Unit 2, Lesson 8, TE p. 85 Teacher’s Edition, Unit 4, Lesson 19, TE p. 199 Teacher’s Edition, Unit 5, Lesson 26, TE p. 271</p> <hr/> <p><b>Read Connected Text: “A Horse’s Tail”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 87</p> <p><b>Read Connected Text: Decodable Passage</b> (have children chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p><b>Read Connected Text: “Escape from Danger”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 201</p> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Decodable Passage</b> (have children chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201– 202</p> <p><b>Read Connected Text: “The Compost Heap”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE p. 201</p> <p><b>Read Connected Text: Decodable Passage</b> (have children chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273–274</p> <p><b>Home-School Connection: Build Fluency</b> (have children frequently reread decodable passages) Teacher’s Edition, Unit 2, Lesson 8, TE p. 87 Teacher’s Edition, Unit 4, Lesson 19, TE p. 201 Teacher’s Edition, Unit 5, Lesson 26, TE p. 273</p> <p><b>Independent/Partner Work: Build Fluency</b> (reread previous stories) Teacher’s Edition, Unit 2, Lesson 8, TE p. 89 Teacher’s Edition, Unit 4, Lesson 19, TE p. 203 Teacher’s Edition, Unit 5, Lesson 26, TE p. 275</p> <p><b>Decodable Text: “How to Care for a Chick”</b> SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p><b>“How to Care for a Chick” Lesson Plan</b> During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 6-9, Decodable Text Lesson Plan, Lesson 8: Consonant Digraphs (sh, ch, tch, th)</p> <p><b>Decodable Text: “Ask Nurse Kitty”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 18-23, Lesson 19: r-Controlled /ûr/</p> <p><b>“Ask Nurse Kitty” Lesson Plan</b> During Reading: Have children whisper-read/do a choral read.</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 18-23, Decodable Text Lesson Plan, Lesson 19: r-Controlled /ûr/</p> <p><b>Decodable Text: “Poison Ivy”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/</p> <p><b>“Poison Ivy” Lesson Plan</b> During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Decodable Text Lesson Plan, Lesson 26: Diphthong /oi/</p> <p><b>Teacher’s Guide to Fluency</b> Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level B, Differentiation Supports, Additional Routines</p>
<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Consonant Digraphs</b> Reading in Context (context sentences) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 81</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 81</p> <p><b>Introduction: r-Controlled Vowel /ûr/</b> Reading in Context (context sentences) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 195</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 195</p> <p><b>Introduction: Diphthong /oi/</b> Reading in Context (context sentences) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 267</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 267</p> <p style="text-align: center;"><i>continued</i></p>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “Yarn from Sheep’s Wool”</b> (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 84</p> <p><b>Read Connected Text: “A Laughing Game”</b> (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p><b>Read Connected Text: “Toy Drive!”</b> (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p> <hr/> <p><b>Read Connected Text: “A Horse’s Tail”</b> Decodable Passage (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p><b>Read Connected Text: “Escape from Danger”</b> Decodable Passage (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201– 202</p> <p><b>Read Connected Text: “The Compost Heap”</b> Decodable Passage (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273– 274</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.1 Demonstrate and apply handwriting skills.</p> <p>a. Write legibly in manuscript using correct letter formation.</p>	<p><b>Letter Formation Cards</b>  <b>Letter Formation Chart</b>  <b>Letter Formation Practice</b>  <b>Letter Formation Instruction</b>                      SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>
<p>2.WF.1 Demonstrate and apply handwriting skills.</p> <p>b. Transcribe ideas in manuscript with automaticity and proper spacing.</p>	<p><b>Writing Extension</b>                      (write what you learned)                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 121                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 161                      Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 255</p> <p><b>Writing Extension: Write About It</b>                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 121                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 161                      Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 255</p>
<p>2.WF.2 Demonstrate and apply sound-letter concepts.</p> <p>b. Write the most common graphemes (letters or letter groups) for each phoneme. For example:</p> <p>1. Consonants: /s/= s, ss, ce, ci, cy                      /f/= f, ff, ph                      /k/= c, k, ck</p> <p>2. Vowels: /o/= o, o_e, oa, ow (long o)                      /a/= a, a_e, ay, eigh (long a)</p>	<p><b>Letter Formation Practice</b>                      (write each letter/say the sound for each letter)                      SadlierConnect.com, Level B, Differentiation Supports, Additional Routines</p>

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Consonant Digraphs (sh, ch, tch, th)</b>                      Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 81</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 81</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <ol style="list-style-type: none"> <li>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</li> </ol>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction: Consonant Digraphs (wh, ph, ng, nk)</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 91</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 91</p> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 2, Lesson 8, TE p. 85 Teacher's Edition, Unit 2, Lesson 9, TE p. 95</p> <hr/> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 85 Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 95</p> <p><b>Word Sort: Open Sort/Closed Sort/Check and Discuss</b> (consonant digraph syllable spelling patterns) Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE pp. 85–86 Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE pp. 95–96</p> <hr/> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 86 Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 96</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 86 Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 96</p> <hr/> <p><b>Teacher Table Intervention: Guided Spelling/Dictation</b> Teacher's Edition, Unit 2, Lesson 8, TE p. 86 Teacher's Edition, Unit 2, Lesson 9, TE p. 96</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <ol style="list-style-type: none"> <li>2. Complex consonant blends (e.g., scr, str, squ).</li> </ol>	<p><b>Word Study/Morphology: Three-Letter Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 98</p> <p><b>Word Study/Morphology: Three-Letter Blends</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 98</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology: Three-Letter Blends</b> Teacher's Edition, Unit 2, Lesson 9, TE p. 99</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</p>	<p><b>Introduction: Vowel Team Syllables</b> (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 133</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 133</p> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 137</p> <p><b>Word Sort: Open Sort/Closed Sort/Check and Discuss</b> (vowel team syllable spelling patterns) Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 137</p> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 3, Lesson 13, TE p. 137</p> <p><b>Word Building: Syllable Building</b> (vowel team syllables) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 138</p> <p><b>Word Building: Syllable Building</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 138</p> <p><b>Spelling Instructional Guide</b> SadlierConnect.com, Level B, Professional Development, Instructional Guides</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>4. Vowel-r combinations (e.g., turn, star, third, four, for).</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: r-Controlled Vowel /är/</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 185</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 185</p> <p><b>Introduction: r-Controlled Vowel /ür/</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 195</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 195</p> <p><b>Introduction: r-Controlled Vowel /ör/</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 20, SE/TE p. 205</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 20, TE p. 205</p> <p style="text-align: right;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>4. Vowel-r combinations (e.g., turn, star, third, four, for).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction: r-Controlled Vowel /âr/</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 21, SE/TE p. 215</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 21, TE p. 215</p> <p><b>Learning Center</b> (write words with r-controlled patterns) Teacher's Edition, Unit 4, Lesson 18, TE p. 186 Teacher's Edition, Unit 4, Lesson 19, TE p. 196 Teacher's Edition, Unit 4, Lesson 20, TE p. 206 Teacher's Edition, Unit 4, Lesson 21, TE p. 216</p> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 189 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 199 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 20, SE/TE p. 209 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 21, SE/TE p. 219</p> <p><b>Word Sort: Open Sort/Closed Sort/Check and Discuss</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE pp. 189-190 Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE pp. 199-200 Lesson Plan: Teacher's Edition, Unit 4, Lesson 20, TE pp. 209-210 Lesson Plan: Teacher's Edition, Unit 4, Lesson 21, TE pp. 219-220</p> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 4, Lesson 18, TE p. 189 Teacher's Edition, Unit 4, Lesson 19, TE p. 199 Teacher's Edition, Unit 4, Lesson 20, TE p. 209 Teacher's Edition, Unit 4, Lesson 21, TE p. 219</p> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 190 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 200</p> <p style="text-align: center;"><i>continued</i></p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>4. Vowel-r combinations (e.g., turn, star, third, four, for).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher's Edition, Unit 4, Lesson 20, SE/TE p. 210 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 21, SE/TE p. 221</p> <p><b>Word Sort: Word Building</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 190 Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 200 Lesson Plan: Teacher's Edition, Unit 4, Lesson 20, TE p. 210 Lesson Plan: Teacher's Edition, Unit 4, Lesson 21, TE p. 220</p> <p><b>Teacher Table Intervention: Guided Spelling/Dictation</b> (connect each sound to a spelling) Teacher's Edition, Unit 4, Lesson 18, TE p. 190 Teacher's Edition, Unit 4, Lesson 19, TE p. 200 Teacher's Edition, Unit 4, Lesson 20, TE p. 210 Teacher's Edition, Unit 4, Lesson 21, TE p. 220</p> <p><b>Teacher Table Intervention: Word Building</b> Teacher's Edition, Unit 4, Lesson 18, TE p. 192 Teacher's Edition, Unit 4, Lesson 19, TE p. 202 Teacher's Edition, Unit 4, Lesson 20, TE p. 212 Teacher's Edition, Unit 4, Lesson 21, TE p. 222</p> <p><b>Spelling Instructional Guide</b> SadlierConnect.com, Level B, Professional Development, Instructional Guides</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>5. Contractions (e.g., we'll, I'm, they've, don't).</p>	<p><b>Word Study/Morphology: Contractions</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 110</p> <p><b>Word Study/Morphology: Contractions</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 10, TE p. 110</p> <p><b>Sound-Spelling and Word Study/Morphology: Contractions</b> Teacher's Edition, Unit 3, Lesson 10, TE p. 111</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>6. Homophones (e.g., bear, bare; past, passed).</p>	<p><b>Word Study/Morphology: Homophones</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 17, SE/TE p. 180</p> <p><b>Word Study/Morphology: Homophones</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 17, TE p. 180</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology: Homophones</b> Teacher's Edition, Unit 3, Lesson 10, TE p. 181</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <p>7. Plurals and possessives (e.g., its, it's).</p>	<p><b>Word Study/Morphology: Possessives</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 88</p> <p><b>Word Study/Morphology: Word Study/Morphology: Possessives</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 88</p> <p><b>Word Study/Morphology: Irregular Plurals</b> (form the plural of most words by adding -s or -es to the end of the word) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 22, SE/TE p. 232</p> <p><b>Word Study/Morphology: Irregular Plurals</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 22, TE p. 232</p> <hr/> <p><b>Word Study/Morphology: More Irregular Plurals</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 27, SE/TE p. 284</p> <p><b>Word Study/Morphology: More Irregular Plurals</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 27, TE p. 284</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology: Possessives</b> Teacher's Edition, Unit 2, Lesson 8, TE p. 89</p> <p><b>Sound-Spelling and Word Study/Morphology: Irregular Plurals</b> Teacher's Edition, Unit 4, Lesson 22, TE p. 233</p> <p><b>Sound-Spelling and Word Study/Morphology: More Irregular Plurals</b> Teacher's Edition, Unit 5, Lesson 27, TE p. 285</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ol style="list-style-type: none"> <li>1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</li> </ol> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Closed Syllables</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 19</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 19</p> <p><b>Introduction: Final e Syllables</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 61</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 61</p> <p><b>Introduction: Open Syllables</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 113</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 113</p> <p><b>Introduction: Vowel Team Syllables</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 133</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 133</p> <hr/> <p><b>Introduction: r-Controlled Vowel /är/</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 185</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 185</p> <hr/> <p><b>Learning Center</b> Teacher's Edition, Unit 1, Lesson 2, TE p. 20 Teacher's Edition, Unit 2, Lesson 6, TE p. 62 Teacher's Edition, Unit 3, Lesson 11, TE p. 114 Teacher's Edition, Unit 3, Lesson 13, TE p. 134 Teacher's Edition, Unit 4, Lesson 18, TE p. 186</p> <hr/> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 23 Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 65 Student Edition &amp; Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 117</p> <p style="text-align: right;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ol style="list-style-type: none"> <li>1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</li> </ol> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 137                      Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 189</p> <p><b>Word Sort: Open Sort/Closed Sort/Check and Discuss</b>                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE pp. 23–24                      Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE pp. 65–66                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE pp. 117–118                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE pp. 137–138                      Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE pp. 189–190</p> <p><b>Independent/Partner Work: Spell Words</b>                      (complete the Spell It activity in Daily Practice)                      Teacher's Edition, Unit 1, Lesson 2, TE p. 23                      Teacher's Edition, Unit 2, Lesson 6, TE p. 65                      Teacher's Edition, Unit 3, Lesson 11, TE p. 117                      Teacher's Edition, Unit 3, Lesson 13, TE p. 137                      Teacher's Edition, Unit 4, Lesson 18, TE p. 189</p> <p><b>Word Building: Syllable Building</b>                      (use syllables to build words)                      Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 24                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 118                      Student Edition &amp; Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 138</p> <p><b>Word Building: Syllable Building</b>                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 24                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 118                      Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 138</p> <p><b>Word Building: Make New Words</b>                      Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 66                      Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 190</p> <p><b>Word Building: Make New Words</b>                      Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 66                      Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 190</p> <p style="text-align: center;"><i>continued</i></p>

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## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ol style="list-style-type: none"> <li>1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</li> </ol>	<p style="text-align: center;"><i>continued</i></p> <p><b>Teacher Table Intervention: Guided Spelling/Dictation</b> (connect each sound to a spelling) Teacher's Edition, Unit 1, Lesson 2, TE p. 24 Teacher's Edition, Unit 2, Lesson 6, TE p. 66 Teacher's Edition, Unit 3, Lesson 11, TE p. 118 Teacher's Edition, Unit 3, Lesson 13, TE p. 138 Teacher's Edition, Unit 4, Lesson 18, TE p. 190</p> <p><b>Teacher Table Intervention: Word Building</b> Teacher's Edition, Unit 1, Lesson 2, TE p. 26 Teacher's Edition, Unit 2, Lesson 6, TE p. 68 Teacher's Edition, Unit 3, Lesson 11, TE p. 120 Teacher's Edition, Unit 3, Lesson 13, TE p. 140 Teacher's Edition, Unit 4, Lesson 18, TE p. 192</p> <p><b>Spelling Instructional Guide</b> SadlierConnect.com, Level B, Professional Development, Instructional Guides</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ol style="list-style-type: none"> <li>2. Include familiar compound words (e.g., houseboat, yellowtail).</li> </ol>	<p><b>Word Study/Morphology: Compound Words</b> (sunlight, grasshopper) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 160 (playground, flowerpot) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 25, SE/TE p. 264</p> <p><b>Word Study/Morphology: Compound Words</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 160 Lesson Plan: Teacher's Edition, Unit 5, Lesson 25, TE p. 264</p> <p><b>Sound-Spelling and Word Study/Morphology: Compound Words</b> Teacher's Edition, Unit 3, Lesson 15, TE p. 161 Teacher's Edition, Unit 5, Lesson 25, TE p. 265</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ol style="list-style-type: none"> <li>3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).</li> </ol> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 170</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 170</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 254</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <p>3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 254</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 274</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 26, TE p. 274</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Teacher's Edition, Unit 3, Lesson 16, TE p. 171</p> <p><b>Sound-Spelling and Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 255</p> <p><b>Sound-Spelling and Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Teacher's Edition, Unit 5, Lesson 26, TE p. 275</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell words with suffixes that require:</p> <p>1. Consonant doubling (e.g., running, slipped).</p>	<p><b>Word Study/Morphology: Inflectional Endings (double final consonant)</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 120</p> <p><b>Word Study/Morphology: Inflectional Endings (double final consonant)</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 120</p> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 28, SE/TE p. 294</p> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 28, TE p. 294</p> <hr/> <p><b>Sound-Spelling: Word Study/Morphology: Inflectional Endings (double final consonant)</b> Teacher's Edition, Unit 3, Lesson 11, TE p. 121</p> <p><b>Sound-Spelling: Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Teacher's Edition, Unit 5, Lesson 28, TE p. 295</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell words with suffixes that require:</p> <p>2. Dropping silent e (e.g., smiled, paving).</p>	<p><b>Word Study/Morphology: Inflectional Endings (drop e)</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 78</p> <p><b>Word Study/Morphology: Inflectional Endings (double final consonant)</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 78</p> <hr/> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 28, SE/TE p. 294</p> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 28, TE p. 294</p> <hr/> <p><b>Sound-Spelling: Word Study/Morphology: Inflectional Endings (drop e)</b> Teacher's Edition, Unit 2, Lesson 7, TE p. 79</p> <p><b>Sound-Spelling: Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Teacher's Edition, Unit 5, Lesson 28, TE p. 295</p>
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell words with suffixes that require:</p> <p>3. Changing y to i (e.g., cried, babies).</p>	<p><b>Word Study/Morphology: Word Study/Morphology: Inflectional Endings (change y to i)</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 130</p> <p><b>Word Study/Morphology: Inflectional Endings (double final consonant)</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 130</p> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 28, SE/TE p. 294</p> <p><b>Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 28, TE p. 294</p> <hr/> <p><b>Sound-Spelling: Word Study/Morphology: Inflectional Endings (drop e)</b> Teacher's Edition, Unit 3, Lesson 12, TE p. 131</p> <p><b>Sound-Spelling: Word Study/Morphology: More Inflectional Endings with Spelling Changes</b> Teacher's Edition, Unit 5, Lesson 28, TE p. 295</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <p>1. Irregular words (e.g., against, many, enough, does).</p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (good, do, does) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 50</p> <p><b>High-Frequency Words: Spell</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 50</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (many, there, said, other) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 72</p> <p><b>High-Frequency Words: Spell</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 72</p>
	<p><b>High-Frequency Words: Read-Spell-Write</b> (another, together) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 164</p> <p><b>High-Frequency Words: Spell</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 164</p>
	<p><b>High-Frequency Words: Read-Spell-Write</b> (through, water) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 16, SE/TE p. 164</p> <p><b>High-Frequency Words: Spell</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 16, TE p. 164</p>
	<p><b>High-Frequency Words: Read-Spell-Write</b> (people, warm, wash) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 25, SE/TE p. 258</p> <p><b>High-Frequency Words: Spell</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 25, TE p. 258</p>
	<p><b>Irregular High-Frequency Words</b> SadlierConnect.com, Level B, Overview, High-Frequency Words</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>2.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <p>2. Pattern-based words (e.g., which, kind, have).</p>	<p><b>Introduction: Short Vowels</b> (spelling patterns) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 9</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 9</p>
	<p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 1, Lesson 1, TE p. 13</p>
	<p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 14</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 14</p>
	<p><b>Teacher Table Intervention: Guided Spelling/Dictation</b> Teacher's Edition, Unit 1, Lesson 1, TE p. 14</p>
	<p><b>Introduce Spelling Pattern</b> Teacher's Edition, Unit 1, Lesson 3, TE p. 29 Teacher's Edition, Unit 2, Lesson 7, TE p. 71 Teacher's Edition, Unit 3, Lesson 11, TE p. 113 Teacher's Edition, Unit 3, Lesson 13, TE p. 133 Teacher's Edition, Unit 3, Lesson 17, TE p. 173 Teacher's Edition, Unit 4, Lesson 22, TE p. 223 Teacher's Edition, Unit 4, Lesson 23, TE p. 235 Teacher's Edition, Unit 5, Lesson 28, TE p. 287 Teacher's Edition, Unit 6, Lesson 29, TE p. 299 Teacher's Edition, Unit 6, Lesson 30, TE p. 309</p>
	<p><b>Learning Center: Spelling Patterns</b> (create word families) Teacher's Edition, Unit 3, Lesson 15, TE p. 154 Teacher's Edition, Unit 5, Lesson 24, TE p. 248</p>
	<p><b>High-Frequency Words: Read-Spell-Write</b> (kind) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 23, SE/TE p. 236</p> <p><b>High-Frequency Words: Spell</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 23, TE p. 236</p>
	<p><b>Decodable High-Frequency Words</b> (simple, complex, multisyllabic) SadlierConnect.com, Level A, Overview, High-Frequency Words</p>