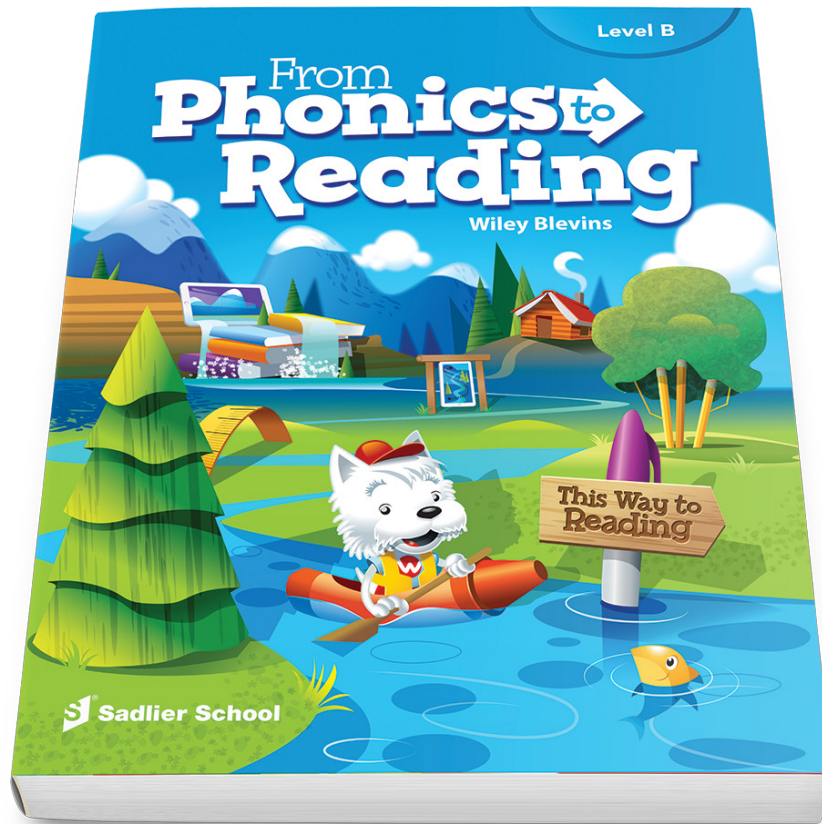


# *From Phonics to Reading*

Correlation to the Illinois Learning Standards for English Language Arts

**Grade 2**



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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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  <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  <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  <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  <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  <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  <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  <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</b>                      (underline short or long vowel spellings/read regularly spelled one-syllable words)</p> <p><b>Speed Drill: Short Vowels</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 11                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 11-12</p> <p><b>Speed Drill: Short Vowels</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 11                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 11-12</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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><b>Speed Drill: Long e</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125–126</p> <p><b>Speed Drill: Long i</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 145                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE pp. 145–146</p> <p><b>Speed Drill: Long o</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 155                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155–156</p> <p><b>Speed Drill: Long u</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 165                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE pp. 165–166</p> <p><b>Speed Drill: Short oo and Long oo</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 249                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE pp. 249–250</p> <hr/> <p><b>Read Connected Text: Interact with the Text</b>                      (underline words with short or long vowel spellings)</p> <p><b>“Ben’s Tips for Good Health” (Short Vowels)</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 12                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p><b>“Hay Bale Maze” (Long a)</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p><b>“Busy as a Beaver” (Long e)</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p><b>“A Ride into the Wild” (Long i)</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 146                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 146</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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><b>“Scarecrow Joe” (Long o)</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <p><b>“A Few More Riddles!” (Long u)</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 166                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 166</p> <p><b>“More Riddles” (Short oo and Long oo)</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 250                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 250</p> <hr/> <p><b>Word Sort: Sort It Out: Closed Sort</b>                      (sort words according to short or long vowel spelling)</p> <p><b>Short Vowels</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 13                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p><b>Long a</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 107                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 108</p> <p><b>Long e</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 127                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 128</p> <p><b>Long i</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 147                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 148</p> <p><b>Speed Drill: Long o</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 157                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <p><b>Speed Drill: Long u</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 167                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 168</p> <p><b>Short oo and Long oo</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 251                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 252</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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><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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 133 Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 287 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 287</p> <p><b>Build Fluency: Speed Drill</b> (underline and pronounce the vowel team syllable in each word) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 135 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 135–136 Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 289 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE pp. 289–290</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: “The Dog Wash”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 290 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 290</p> <p><b>Read Connected Text: “Fireboats”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 139</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 129–130</p> <p style="text-align: center;"><i>continued</i></p>

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## READING STANDARDS: FOUNDATIONAL SKILLS

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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>Read Connected Text: “The Mural”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 293</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 139–140</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p style="text-align: center;"><i>continued</i></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 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> <hr/> <p><b>Learning Center: Word Sort</b> Teacher’s Edition: Unit 3, Lesson 10, TE p. 104</p> <p><b>Learning Center: Spin and Spell</b> Teacher’s Edition: Unit 3, Lesson 12, TE p. 124</p> <p><b>Learning Center: Spelling Patterns</b> Teacher’s Edition: Unit 3, Lesson 15, TE p. 154</p> <hr/> <p><b>Build Fluency: Speed Drill</b> (underline long vowel spellings/read regularly spelled one-syllable and two-syllable words) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 105 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 105–106</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125–126</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</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 15, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155–156</p> <p><b>Read Connected Text: “Hay Bale Maze”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p><b>Read Connected Text: “Buying as a Beaver”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p><b>Read Connected Text: “Scarecrow Joe”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 107 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 107–108</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 127 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 127–128</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 157 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 157–158</p> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 108 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 108</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 128 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 128</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 158 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Independent/Partner Work: Spell Words</b>                      Teacher’s Edition, Unit 3, Lesson 10, TE p. 107                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 127                      Teacher’s Edition, Unit 3, Lesson 15, TE p. 157</p> <p><b>Teacher Table Intervention: Guided Spelling/Dictation</b>                      Teacher’s Edition, Unit 3, Lesson 10, TE p. 108                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 128                      Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <p><b>Read Connected Text: “Nate, Don’t Be Late!”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 109  <b>Read Connected Text: Decodable Passage</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 109–110</p> <p><b>Read Connected Text: “A Piece of Cheese”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 129  <b>Read Connected Text: Decodable Passage</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 129–130</p> <p><b>Read Connected Text: “A Show on the Road”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 159  <b>Read Connected Text: Decodable Passage</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 159–160</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study/Morphology: “Reading Big Words” Strategy</b>                      Student Edition &amp; Teacher’s Edition: Unit 1, Lesson 2, SE/TE p. 26  <b>Word Study/Morphology: “Reading Big Words” Strategy</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 26</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  <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>



**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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued</i></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> <p><b>Word Study/Morphology: More Related Words</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE p. 316</p> <p><b>Word Study/Morphology: More Related Words</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 316</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>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</b> <b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 255</p> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 275</p> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: More Related Words</b> (prefixes and suffixes) Teacher’s Edition, Unit 6, Lesson 30, TE p. 316</p> <hr/> <p><b>Read Connected Text: “A Few More Riddles!”</b> (discard, reuse, unfold) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 166 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 166</p> <p><b>Read Connected Text: “More Riddles”</b> (extremely) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 250 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 250</p> <p><b>Read Connected Text: “Toy Drive!”</b> (unused, disrepair, remake) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <p style="text-align: center;"><i>continued</i></p>

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**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>End-of-Book Resources: “Reading Big Words” Strategy</b> (look for prefixes and suffixes) Teacher’s Edition, TE p. T332</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study/Morphology: Soft c and Soft g</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 68 <b>Word Study/Morphology: Soft c and Soft g</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 68</p> <p><b>Sound-Spelling and Word Study/Morphology</b> <b>Word Study/Morphology: Soft c and Soft g</b> Teacher’s Edition, Unit 2, Lesson 6, TE p. 69</p> <p><b>Introduction: Long o</b> (move/love, none/gone) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 153 <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: Short oo and Long oo</b> (oo, ou, u/oo, ou, ough, u_e, u, ew, ue, ui) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 247 <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>Introduction: Complex Vowel /ô/</b> (bat/ball) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 27, SE/TE p. 277 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 27, TE p. 277</p> <p><b>Introduction: Vowel Team Syllables</b> (rereading/unpleasant) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 287 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> 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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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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>Build Fluency</b></p> <p><b>Speed Drill: Short oo and Long oo</b> (tooth/hook, stood/hoot) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 247 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 249–250</p> <p><b>Speed Drill: Complex Vowel /ô/</b> (malt/talk, salt/stalk) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 27, TE p. 279 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 279–280</p> <p><b>Speed Drill: Vowel Team Syllables</b> (balloon/notebook, allow/pillow) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 289 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 289–290</p> <p><i>See also</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 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 10</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> <p><b>High-Frequency Words: Read-Spell-Write</b> (because/[cause]) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 154 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 154</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding 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> (many, there, them, said, other) 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> <p>(been, done, one, even, different) Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 13, SE/TE p. 134 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 134</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>(people, warm, wash, call, very)                      Student Edition &amp; Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 288                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 288</p> <p><b>High-Frequency Words: Review/Extend</b>                      Teacher’s Edition: Unit 2, Lesson 7, TE p. 73                      Teacher’s Edition: Unit 3, Lesson 13, SE/TE p. 135                      Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 289</p> <p><b>Read Connected Text: “Surprise Party!”</b>                      (said, them)                      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><b>Read Connected Text: “Breakfast Time”</b>                      (different, done, one, even)                      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: “The Dog Wash”</b>                      (call, wash, warm)                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 290                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 290</p> <p><b>High-Frequency Words: Review</b>                      Teacher’s Edition: Unit 2, Lesson 7, TE pp. 75, 79                      Teacher’s Edition: Unit 3, Lesson 13, TE pp. 137, 141                      Teacher’s Edition: Unit 5, Lesson 28, TE pp. 291, 295</p> <p><b>Read Connected Text: “A Place for Wildlife”</b>                      (them, many, there, other)                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 77</p> <p><b>Read Connected Text: Decodable Passage</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE pp. 77-78</p> <p><b>Read Connected Text: “Fireboats”</b>                      (different, one, done, even)                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 139</p> <p><b>Read Connected Text: Decodable Passage</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 139-140</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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “The Mural”</b> (very, people, warm, called) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 293</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE pp. 293–294</p>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p style="text-align: center;"><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: Connected Text/Interact with Text</b> 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: Connected Text/Interact with Text</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, SE/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: Connected Text/Interact with Text</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p> <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> 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 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>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “The Compost Heap”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 273</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273–274</p> <hr/> <p><b>Decodable Text: “How to Care for a Chick”</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> 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> 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>
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><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> (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> (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 198</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>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-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: “Toy Drive!”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270  <b>Read Connected Text</b> (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  <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  <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  <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> <hr/> <p><b>Home-School Connection: Build Fluency</b>                      (have children frequently reread decodable passages)                      Teacher’s Edition, Unit 2, Lesson 8, TE p. 87</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>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher’s Edition, Unit 4, Lesson 19, TE p. 201 Teacher’s Edition, Unit 5, Lesson 26, TE p. 273</p> <hr/> <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> <hr/> <p><b>Decodable Text: “How to Care for a Chick”</b> Fluency Booster Practice Book, Lessons 6-9, Lesson 8: Consonant Digraphs (sh, ch, tch, th) <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> <hr/> <p><b>Decodable Text: “Ask Nurse Kitty”</b> Fluency Booster Practice Book, Lessons 18-23, Lesson 19: r-Controlled /ûr/ <b>“Ask Nurse Kitty” 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 18-23, Decodable Text Lesson Plan, Lesson 19: r-Controlled /ûr/</p> <hr/> <p><b>Decodable Text: “Poison Ivy”</b> Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/ <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> <hr/> <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>



**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.2.4 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><b>Introduction: Consonant Digraphs</b>                      Reading in Context (context sentences)                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 81  <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  <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  <b>Introduce Sound-Spelling: Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 267</p> <hr/> <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>