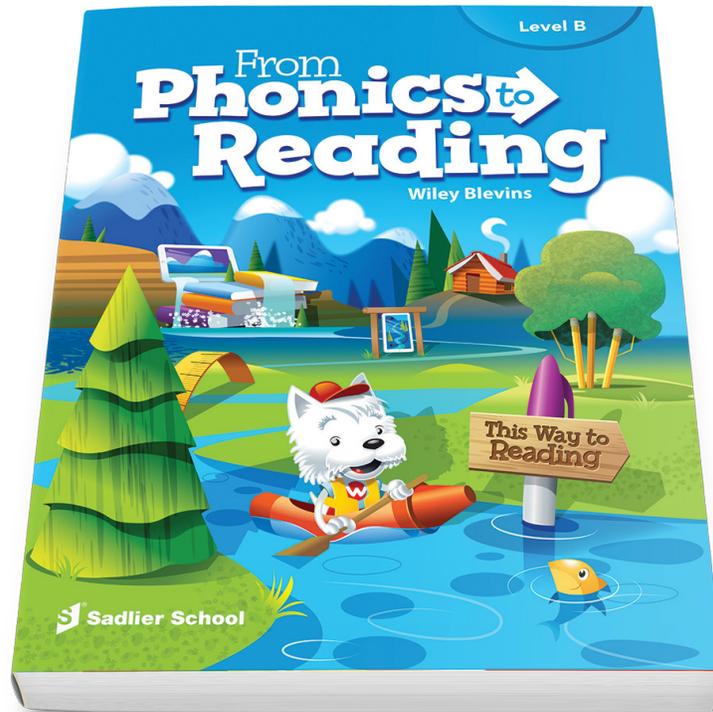


# From Phonics to Reading

Correlation to the South Carolina College- and Career-Ready English Language Arts Standards JANUARY 2023

**Grade 2**



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### Foundations of Literacy

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
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**ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.**

ELA.2.F.1.1	<i>There is not an indicator for second grade.</i>	
ELA.2.F.1.2	<i>There is not an indicator for second grade.</i>	
ELA.2.F.1.3	<i>There is not an indicator for second grade.</i>	
ELA.2.F.1.4	<i>There is not an indicator for second grade.</i>	
ELA.2.F.1.5	<i>There is not an indicator for second grade.</i>	
ELA.2.F.1.6	<i>There is not an indicator for second grade.</i>	
ELA.2.F.1.7	Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.	<p><b>LEVEL B/GR. 2 DIGITAL RESOURCES*</b></p> <p><b>Differentiation Supports</b></p> <ul style="list-style-type: none"> <li>• Targeted Support                             <ul style="list-style-type: none"> <li>○ Phonemic Awareness Additional Skill Work (4 activities for each of the 33 lessons)</li> </ul> </li> </ul>

**ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.**

ELA.2.F.2.1	<i>There is not an indicator for second grade.</i>	
ELA.2.F.2.2	<i>There is not an indicator for second grade.</i>	
ELA.2.F.2.3	<i>There is not an indicator for second grade.</i>	
ELA.2.F.2.4	<i>There is not an indicator for second grade.</i>	
ELA.2.F.2.5	<i>There is not an indicator for second grade.</i>	

**ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.**

ELA.2.F.3.1	<i>There is not an indicator for second grade.</i>	
ELA.2.F.3.2	<i>There is not an indicator for second grade.</i>	
ELA.2.F.3.3	<i>There is not an indicator for second grade.</i>	

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

ELA.2.F.3.4 Identify the vowel in a printed syllable or word to:

- a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

#### Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words

- Lesson 2 Closed Syllables—pp. 19–28
- Lesson 3 Consonant + le Syllables—pp. 29–38
- Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48
- Lesson 5 Final Blends—pp. 49–58

#### Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words

- Lesson 6 Final e—pp. 61–70
- Lesson 7 Final e Syllables—pp. 71–80

LEVELB/GR. 2 DIGITAL RESOURCES\*

#### Interactive Practice Bundle

- Decodable Library
  - Long Vowels
    - Final e
      - a\_e
      - o\_e, i\_e
      - a\_e, i\_e
      - o\_e, u\_e, e\_e
      - a\_e, i\_e, o\_e, u\_e, e\_e
  - Consonant Digraphs
    - sh, th
    - ch, tch, wh
    - sh, ch, tch, th
    - wh, ph, ng, nk
    - ng, nk

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

#### Unit 3 Review Long Vowels; Transition to Longer Words

- Lesson 11 Open Syllables—pp. 113–122
- Lesson 12 Long e—pp. 123–132
- Lesson 13 Vowel Team Syllables—pp. 133–142
- Lesson 17 Consonant + le Syllables—pp. 173–182

LEVELB/GR. 2 DIGITAL RESOURCES\*

#### Interactive Practice Bundle

- Decodable Library
  - Syllable Types
    - Open Syllables
    - Consonant +le Syllables
    - Vowel Team Syllables

*continued*

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 r-Controlled Vowel /är/ (ar)—pp. 185–194</li> <li>• Lesson 19 r-Controlled Vowel /ür/ (er, ir, ur)—pp. 195–204</li> <li>• Lesson 20 r-Controlled Vowel /ör/ (or, ore, oar)—pp. 205–214</li> <li>• Lesson 21 r-Controlled Vowel /är/ (are, air, ear)—pp. 215–224</li> </ul> <p><u>LEVELB/GR. 2 DIGITAL RESOURCES*</u>  <b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>• Decodable Library             <ul style="list-style-type: none"> <li>◦ Syllable Types                     <ul style="list-style-type: none"> <li>▪ r-Controlled Syllables                             <ul style="list-style-type: none"> <li>◦ r-Controlled är</li> <li>◦ r-Controlled ür</li> <li>◦ r-Controlled ör</li> <li>◦ r-Controlled är</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); lion (CV/VC).</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <i>Lesson Activities</i>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• “Reading Big Words” Strategy—p. 26</li> <li>• “Reading Big Words” Strategy—p. 36</li> </ul> <p><i>Lessons</i>  <b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 2 Closed Syllables—pp. 19–28</li> <li>• Lesson 3 Consonant + /e Syllables—pp. 29–38</li> </ul> <p><u>LEVELB/GR. 2 DIGITAL RESOURCES*</u>  <b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>• Decodable Library             <ul style="list-style-type: none"> <li>◦ Syllable Types                     <ul style="list-style-type: none"> <li>▪ Closed Syllables</li> <li>▪ Consonant +le Syllables</li> </ul> </li> </ul> </li> </ul> <p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Final e—pp. 61–70</li> <li>• Lesson 7 Final e Syllables—pp. 71–80</li> <li>• Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>• Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.**

**LEVELB/GR. 2 DIGITAL RESOURCES\***

**Interactive Practice Bundle**

- Decodable Library
  - Long Vowels
    - Final e
      - a\_e
      - o\_e, i\_e
      - a\_e, i\_e
      - o\_e, u\_e, e\_e
      - a\_e, i\_e, o\_e, u\_e, e\_e
  - Consonant Digraphs
    - sh, th
    - ch, tch, wh
    - sh, ch, tch, th
    - wh, ph, ng, nk
    - ng, nk

**LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)**

**Unit 3 Review Long Vowels; Transition to Longer Words**

- Lesson 11 Open Syllables—pp. 113–122
- Lesson 13 Vowel Team Syllables—pp. 133–142

**LEVELB/GR. 2 DIGITAL RESOURCES\***

**Interactive Practice Bundle**

- Decodable Library
  - Syllable Types
    - Open Syllables
    - Vowel Team Syllables

**LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)**

**Unit 4 Review r-Controlled Vowels; Transition to Longer Words**

- Lesson 18 r-Controlled Vowel /är/—pp. 185–194
- Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204
- Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214
- Lesson 21 r-Controlled Vowel /âr/—pp. 215–224
- Lesson 22 r-Controlled Vowel Syllables—pp. 225–234
- Lesson 23 Consonant + /e Syllables—pp. 235–244

**LEVELB/GR. 2 DIGITAL RESOURCES\***

**Interactive Practice Bundle**

- Decodable Library
  - Syllable Types
    - Consonant +le Syllables
    - r-Controlled Syllables
      - r-Controlled är
      - r-Controlled ûr
      - r-Controlled ôr
      - r-Controlled âr

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.**

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words

- Lesson 25 Diphthong /ou/—pp. 257–266
- Lesson 26 Diphthong /oi/—pp. 267–276
- Lesson 28 Vowel Team Syllables—pp. 287–296

LEVELB/GR. 2 DIGITAL RESOURCES\*

#### Interactive Practice Bundle

- Decodable Library
  - Complex Vowels and Diphthongs
    - Short oo and Long oo
    - Complex Vowel ô
    - Complex Vowel ô
    - Diphthong ou
  - Syllable Types
    - Vowel Team Syllables

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### Unit 6 Syllable Types Review

- Lesson 29 Review Syllable Types—pp. 299–308
- Lesson 30 Final Stable Syllables—pp. 309–318

LEVELB/GR. 2 DIGITAL RESOURCES\*

#### Interactive Practice Bundle

- Decodable Library
  - Syllable Types
    - Syllable Type Review
    - Final Stable Syllables

#### Lesson Activities

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### Introduction

- Blend It
  - Transition to Longer Words/Reading in Context (decode multisyllabic words by applying knowledge of word construction and syllable division principles)
    - Lesson 1, p. 9; Lesson 2, p. 19; Lesson 3, p. 29; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 7, p. 71; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 11, p. 113; Lesson 12, p. 123; Lesson 13, p. 133; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 17, p. 173; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.</b></p>	
	<ul style="list-style-type: none"> <li>○ Challenge (decode multisyllabic words by applying knowledge of word construction and syllable division principles)                             <ul style="list-style-type: none"> <li>▪ Lesson 1, p. 9; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 12, p. 123; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277</li> </ul> </li> <li>○ Using the “Reading Big Words Strategy” (decode multisyllabic words)                             <ul style="list-style-type: none"> <li>▪ Lesson 2, p. 19; Lesson 3, p. 29; Lesson 7, p. 71; Lesson 11, p. 113; Lesson 13, p. 133; Lesson 17, p. 173; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309</li> </ul> </li> <li>● Compound Words—pp. 160, 264</li> <li>● Related Words—p. 306</li> <li>● More Related Words—p. 316</li> </ul> <p><b>End-of-Book Resources</b></p> <ul style="list-style-type: none"> <li>● “Reading Big Words” Strategy                             <ul style="list-style-type: none"> <li>○ Step 3 (look for familiar spelling patterns/six syllable-spelling patterns)—p. 332</li> </ul> </li> </ul>
<p>ELA.2.F.3.5 <i>There is not an indicator for second grade.</i></p>	
<p>ELA.2.F.3.6 Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.</p>	<p><u>LEVEL B/GRADE 2 STUDENT BOOK/TEACHER’S EDITION</u></p> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>● Syllable Building (replace, delete, or add initial, middle, and end letter combinations to build or make multisyllabic words)                             <ul style="list-style-type: none"> <li>○ Lesson 2, p. 24; Lesson 3, p. 34; Lesson 7, p. 76; Lesson 11, p. 118; Lesson 13, p. 138; Lesson 17, p. 178; Lesson 22, p. 230; Lesson 23, p. 240; Lesson 28, p. 292; Lesson 29, p. 304; Lesson 30, p. 314</li> </ul> </li> </ul> <p><i>Related content</i></p> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>● Make New Words (replace, delete, or add a letter to make a new word)                             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 14; Lesson 4, p. 44; Lesson 5, p. 54; Lesson 6, p. 66; Lesson 8, p. 86; Lesson 9, p. 96; Lesson 10, p. 108; Lesson 12, p. 128; Lesson 14, p. 148; Lesson 15, p. 158; Lesson 16, p. 168; Lesson 18, p. 190; Lesson 19, p. 200; Lesson 20, p. 210; Lesson 21, p. 220; Lesson 24, p. 252; Lesson 25, p. 262; Lesson 26, p. 272; Lesson 27, p. 282</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p><u>LEVEL B/GRADE 2 TEACHER'S EDITION</u>  <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Building (focus on syllable types and their spelling patterns/model your thinking as you build a new word)             <ul style="list-style-type: none"> <li>○ Lesson 2, TE p. 26; Lesson 3, TE p. 36; Lesson 7, TE p. 78; Lesson 11, TE p. 120; Lesson 13, TE p. 140; Lesson 17, TE p. 180; Lesson 22, TE p. 232; Lesson 23, TE p. 242; Lesson 28, TE p. 294; Lesson 29, TE p. 306; Lesson 30, TE p. 316</li> </ul> </li> </ul>
<p>ELA.2.F.3.7 Read multisyllabic words by breaking the word into syllables.</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Blend It             <ul style="list-style-type: none"> <li>○ Transition to Longer Words/Reading in Context (read multisyllabic words by dividing the word into syllables)                 <ul style="list-style-type: none"> <li>▪ Lesson 1, p. 9; Lesson 2, p. 19; Lesson 3, p. 29; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 7, p. 71; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 11, p. 113; Lesson 12, p. 123; Lesson 13, p. 133; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 17, p. 173; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309</li> </ul> </li> <li>○ Challenge (read multisyllabic words by dividing the word into syllables)                 <ul style="list-style-type: none"> <li>▪ Lesson 1, p. 9; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 12, p. 123; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277</li> </ul> </li> <li>○ Using the “Reading Big Words Strategy” (read multisyllabic words)                 <ul style="list-style-type: none"> <li>▪ Lesson 2, p. 19; Lesson 3, p. 29; Lesson 7, p. 71; Lesson 11, p. 113; Lesson 13, p. 133; Lesson 17, p. 173; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309</li> </ul> </li> </ul> </li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It (read multisyllabic words by dividing the word into syllables)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 9; Lesson 2, TE p. 19; Lesson 3, TE p. 29; Lesson 4, TE p. 39; Lesson 5, TE p. 49; Lesson 6, TE p. 61; Lesson 7, TE p. 71; Lesson 8, TE p. 81; Lesson 9, TE p. 91; Lesson 10, TE p. 103; Lesson 11, TE p. 113; Lesson 12, TE p. 23; Lesson 13, TE p. 133; Lesson 14, TE p. 143; Lesson 15, TE</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
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**ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.**

	<p>p. 153; Lesson 16, TE p. 163; Lesson 17, TE p. 173; Lesson 18, TE p. 185; Lesson 19, TE p. 195; Lesson 20, TE p. 205; Lesson 21, TE p. 215; Lesson 22, TE p. 225; Lesson 23, TE p. 235; Lesson 24, TE p. 247; Lesson 25, TE p. 257; Lesson 26, TE p. 267; Lesson 27, TE p. 277; Lesson 28, TE p. 287; Lesson 29, TE p. 299; Lesson 30, TE p. 309</p>
<p>ELA.2.F.3.8 Decode and encode multisyllabic words using:</p>	
<p>a. consonant digraphs (sh, th, ch, wh, ph, ck);</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100</li> </ul> <p><u>LEVEL B/GR. 2 DIGITAL RESOURCES*</u>  <b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>Decodable Library                             <ul style="list-style-type: none"> <li>Consonant Digraphs                                     <ul style="list-style-type: none"> <li>sh, th</li> <li>ch, tch, wh</li> <li>sh, ch, tch, th</li> <li>wh, ph, ng, nk</li> <li>ng, nk</li> </ul> </li> </ul> </li> </ul>
<p>b. combination (e.g., qu);</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Suffixes (-y, -ly)(quickly, quiet, quietly)—p. 150</li> <li>Suffixes (-ful, -less, -y, -ly)(quickly)—p. 254</li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Suffixes (-y, -ly) (quickly)—TE p. 150</li> </ul>
<p>c. three-consonant blends (e.g., str-, scr-);</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Three-Letter Blends (spl-, squ-, scr-, spr-, str-, thr-)—p. 98</li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Sound-Spelling/Word Study                             <ul style="list-style-type: none"> <li>Word Study: Three-Letter Blends (spl-, squ-, scr-, spr-, str-, thr-)—TE p. 99</li> </ul> </li> </ul>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

<p>d. blends containing digraphs (e.g., thr-, -nch);</p>	<p><b>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</b>  <b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100</li> </ul> <p><b>LEVELB/GR. 2 DIGITAL RESOURCES*</b>  <b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>Decodable Library             <ul style="list-style-type: none"> <li>Consonant Digraphs                     <ul style="list-style-type: none"> <li>sh, th</li> <li>ch, tch, wh</li> <li>sh, ch, tch, th</li> <li>wh, ph, ng, nk</li> <li>ng, nk</li> </ul> </li> </ul> </li> </ul>
<p>e. trigraphs (e.g., -tch, -dge);</p>	<p><b>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</b>  <b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 8 Consonant Digraphs (-tch)—pp. 81–90</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 14 Long i (-igh)—pp. 143–152</li> </ul>
<p>f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);</p>	<p><b>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</b>  <b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 13 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 133–142</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Short oo (oo, ou, u) and Long (oo, ou, ough, u_e, u, ew, ue, ui)—pp. 247–256</li> <li>Lesson 25 Diphthong /ou/ (ou, ow)—pp. 257–266</li> <li>Lesson 26 Diphthong /oi/ (oi, oy)—pp. 267–276</li> <li>Lesson 27 Complex Vowel /ô/ (au, aw, a(lk), a(lk), a(lI))—pp. 277–286</li> <li>Lesson 28 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 287–296</li> </ul> <p><b>LEVELB/GR. 2 DIGITAL RESOURCES*</b>  <b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>Decodable Library             <ul style="list-style-type: none"> <li>Complex Vowels and Diphthongs                     <ul style="list-style-type: none"> <li>Short oo and Long oo</li> <li>Complex Vowel ô</li> <li>Complex Vowel ô</li> <li>Diphthong ou</li> </ul> </li> <li>Syllable Types                     <ul style="list-style-type: none"> <li>Vowel Team Syllables</li> </ul> </li> </ul> </li> </ul>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

<p>g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 r-Controlled Vowel /är/ (ar)—pp. 185–194</li> <li>• Lesson 19 r-Controlled Vowel /ür/ (er, ir, ur)—pp. 195–204</li> <li>• Lesson 20 r-Controlled Vowel /ör/ (or, ore, oar)—pp. 205–214</li> <li>• Lesson 21 r-Controlled Vowel /är/ (are, air, ear)—pp. 215–224</li> <li>• Lesson 22 r-Controlled Vowel Syllables—pp. 225–234</li> </ul>
<p>h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Inflectional Ending -s—p. 16</li> <li>• Inflectional Ending -ing—p. 46</li> <li>• Inflectional Ending -ed—p. 56</li> <li>• Inflectional Endings (drop final e)—p. 78</li> <li>• Inflectional Endings (double final consonant)—p. 120</li> <li>• Inflectional Endings (change y to i before adding -es or -ed)—p. 130</li> <li>• Inflectional Endings with Spelling Changes (drop final e/ change y to i/double final consonant)—p. 242</li> <li>• More Inflectional Endings with Spelling Changes—p. 294</li> <li>• Related Words (same base word)—p. 306</li> <li>• More Related Words (same base word)—p. 316</li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 17</li> <li>• Word Study: Inflectional Ending -ing—TE p. 47</li> <li>• Word Study: Inflectional Ending -ed—TE p. 57</li> <li>• Word Study: Inflectional Endings (drop e)—TE p. 79</li> <li>• Word Study: Inflectional Endings (double final consonant)—TE p. 121</li> <li>• Word Study: Inflectional Endings (change y to i)—TE p. 131</li> <li>• Word Study: Inflectional Endings with Spelling Changes—TE p. 243</li> <li>• Word Study: More Inflectional Endings with Spelling Changes—TE p. 295</li> <li>• Word Study: Related Words—TE p. 307</li> <li>• Word Study: More Related Words—TE p. 317</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 32</li> <li>• Word Study: Inflectional Ending -ed—TE p. 132</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>• Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- i. words with a after w read /ă/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

*Lesson*

**Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words**

- Lesson 27 Complex Vowel /ô/ (au, aw, a(lk), a(lk), a(lI))—pp. 277–286
  - Introduction
    - Blend It
      - Reading in Context (wanted)—p. 277
  - Build Fluency
    - Speed Drill (all, tall, ball, fall, call, mall, wall, small, hall)—p. 279
  - Word Sort
    - Sort It Out (fall, small)—p. 281
  - Word Building
    - Make New Words (all, tall, stall, call, ball, wall)—p. 282
  - High-Frequency Words
    - Read-Spell-Write/Use in Context (warm)—p. 288

*Lesson Activities*

**Build Fluency**

- Speed Drill (wasp)—p. 51

**High-Frequency Words**

- Read-Spell-Write/Use in Context (want)—p. 82
- Read-Spell-Write/Use in Context (wash, call)—p. 288

**Connected Text**

- “Yarn from Sheep’s Wool” (want)—p. 84
- “The Dog Wash” (wash, water)—p. 290

**Word Study**

- Related Words (wash, washed, washer, washes, washing)—p. 306

LEVEL B/GR. 2 TEACHER EDITION (PRINT/eBOOK)

**Teacher Table: Intervention**

- Guided Spelling/Dictation (fall: segment sound by sound/ connect sound to a spelling)—TE p. 282

**High-Frequency Words**

- Review (want)—TE pp. 83, 85, 87, 89
- Review (warm, wash)—TE p. 289
- Review (wash, call)—TE pp. 291, 293, 295

- j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

**Word Study**

- Soft c and Soft g—p. 68

LEVEL B/GR. 2 TEACHER EDITION (PRINT/eBOOK)

**Sound-Spelling/Word Study**

- Word Study: Soft c and Soft g—TE p. 69

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

<p>k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words;</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <i>Lessons</i>  <b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 12 Long e (y, ey: key, funny, happy, easy)—pp. 123–132</li> <li>Lesson 14 Long i (y: try, sky, why)—pp. 143–152</li> </ul> <p><i>Lesson Activity</i>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Suffixes (-y, -ly)—p. 150</li> </ul>
<p>l. words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym);</p>	<p><i>Related content</i></p> <p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Soft c and Soft g (vowel y in medial position, producing the short /ĭ/ sound: gym)—p. 68</li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study: Soft c and Soft g (gym)—TE p. 69</li> </ul>
<p>m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Silent Letters (kn, wr, gn, mb)—p. 140</li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study: Silent Letters (kn, wr, gn, mb)—TE p. 141</li> </ul> <p><i>See also (gh)</i></p> <p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Learn and Blend/Blend It (silent gh in long a spelling pattern: <i>igh</i> in weigh, weight, sleigh)—p. 103</li> <li>Learn and Blend/Blend It (silent gh in long i spelling pattern: <i>igh</i> in high, fight, night, knight, bright, right)—p. 148</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>Sort It Out (silent gh in long a spelling pattern: <i>igh</i> in sleigh, weigh)—p. 107</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>Make New Words (silent gh in long i spelling pattern <i>igh</i> in light, sight, fight, fright, might)—p. 148</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context             <ul style="list-style-type: none"> <li>Through (silent letters gh)—p. 258</li> </ul> </li> </ul>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.</b></p>	
<p>n. contractions with am, is, has, not, have, would, and will.</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Contractions—p. 110</li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Contractions—TE p. 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write: Spell (don't)—TE p. 114</li> </ul>
<p><b>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</b></p>	
<p>ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p>INDICATOR INSIGHT:  <i>High-frequency words</i> are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write (practice reading high-frequency words independently/silently and with a partner orally to develop reading fluency)             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 10; Lesson 2, p. 20; Lesson 3, p. 30; Lesson 4, p. 40; Lesson 5, p. 50; Lesson 6, p. 62; Lesson 7, p. 72; Lesson 8, p. 82; Lesson 9, p. 92; Lesson 10, p. 104; Lesson 11, p. 114; Lesson 12, p. 124; Lesson 13, p. 134; Lesson 14, p. 144; Lesson 15, p. 154; Lesson 16, p. 164; Lesson 17, p. 174; Lesson 18, p. 186; Lesson 19, p. 196; Lesson 20, p. 206; Lesson 21, p. 216; Lesson 22, p. 226; Lesson 23, p. 236; Lesson 24, p. 248; Lesson 25, p. 258; Lesson 26, p. 268; Lesson 27, p. 278; Lesson 28, p. 288; Lesson 29, p. 300; Lesson 30, p. 310</li> </ul> </li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• Speed Drill (read common one-syllable and two-syllable words to build fluency/practice with a partner to improve speed)             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 11; Lesson 2, p. 21; Lesson 3, p. 31; Lesson 4, p. 41; Lesson 5, p. 51; Lesson 6, p. 63; Lesson 7, p. 73; Lesson 8, p. 83; Lesson 9, p. 93; Lesson 10, p. 105; Lesson 11, p. 115; Lesson 12, p. 125; Lesson 13, p. 135; Lesson 14, p. 145; Lesson 15, p. 155; Lesson 16, p. 165; Lesson 17, p. 175; Lesson 18, p. 187; Lesson 19, p. 197; Lesson 20, p. 207; Lesson 21, p. 217; Lesson 22, p. 227; Lesson 23, p. 237; Lesson 24, p. 249; Lesson 25, p. 259; Lesson 26, p. 269; Lesson 27, p. 279; Lesson 28, p. 289; Lesson 29, p. 301; Lesson 30, p. 311</li> </ul> </li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• [Day 1] Read-Spell-Write (chorally read each word in a context sentence, chorally spell it, write it two times)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 10; Lesson 2, TE p. 20; Lesson 3, TE p. 30; Lesson 4, TE p. 40; Lesson 5, TE p. 50; Lesson 6, TE p. 62;</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

Lesson 7, TE p. 72; Lesson 8, TE p. 82; Lesson 9, TE p. 92; Lesson 10, TE p. 104; Lesson 11, TE p. 114; Lesson 12, TE p. 124; Lesson 13, TE p. 134; Lesson 14, TE p. 144; Lesson 15, TE p. 154; Lesson 16, TE p. 164; Lesson 17, TE p. 174; Lesson 18, TE p. 186; Lesson 19, TE p. 196; Lesson 20, TE p. 206; Lesson 21, TE p. 216; Lesson 22, TE p. 226; Lesson 23, TE p. 236; Lesson 24, TE p. 248; Lesson 25, TE p. 258; Lesson 26, TE p. 268; Lesson 27, TE p. 278; Lesson 28, TE p. 288; Lesson 29, TE p. 300; Lesson 30, TE p. 310

- [Day 2] Review/Extend (reteach using the Read-Spell-Write routine/create oral sentences to say to a partner then write the sentences)
  - Lesson 1, TE p. 11; Lesson 2, TE p. 21; Lesson 3, TE p. 31; Lesson 4, TE p. 41; Lesson 5, TE p. 51; Lesson 6, TE p. 63; Lesson 7, TE p. 73; Lesson 8, TE p. 83; Lesson 9, TE p. 93; Lesson 10, TE p. 105; Lesson 11, TE p. 115; Lesson 12, TE p. 125; Lesson 13, TE p. 135; Lesson 14, TE p. 145; Lesson 15, TE p. 155; Lesson 16, TE p. 165; Lesson 17, TE p. 175; Lesson 18, TE p. 187; Lesson 19, TE p. 197; Lesson 20, TE p. 207; Lesson 21, TE p. 217; Lesson 22, TE p. 227; Lesson 23, TE p. 237; Lesson 24, TE p. 249; Lesson 25, TE p. 259; Lesson 26, TE p. 269; Lesson 27, TE p. 279; Lesson 28, TE p. 289; Lesson 29, TE p. 301; Lesson 30, TE p. 311
- [Day 3] Review/Use in Context (reteach high-frequency words/read sentences to a partner, record in journal)
  - Lesson 1, TE p. 13; Lesson 2, TE p. 23; Lesson 3, TE p. 33; Lesson 4, TE p. 43; Lesson 5, TE p. 53; Lesson 6, TE p. 65; Lesson 7, TE p. 75; Lesson 8, TE p. 85; Lesson 9, TE p. 95; Lesson 10, TE p. 107; Lesson 11, TE p. 117; Lesson 12, TE p. 127; Lesson 13, TE p. 137; Lesson 14, TE p. 147; Lesson 15, TE p. 157; Lesson 16, TE p. 167; Lesson 17, TE p. 177; Lesson 18, TE p. 189; Lesson 19, TE p. 199; Lesson 20, TE p. 209; Lesson 21, TE p. 219; Lesson 22, TE p. 229; Lesson 23, TE p. 239; Lesson 24, TE p. 251; Lesson 25, TE p. 261; Lesson 26, TE p. 271; Lesson 27, TE p. 281; Lesson 28, TE p. 291; Lesson 29, TE p. 303; Lesson 30, TE p. 313
- [Day 4] Write a new sentence for each high-frequency word.
  - Lesson 1, TE p. 15; Lesson 2, TE p. 25; Lesson 3, TE p. 35; Lesson 4, TE p. 45; Lesson 5, TE p. 55; Lesson 6, TE p. 67; Lesson 7, TE p. 77; Lesson 8, TE p. 87; Lesson 9, TE p. 97; Lesson 10, TE p. 109; Lesson 11, TE p. 119; Lesson 12, TE p. 129; Lesson 13, TE p. 139; Lesson 14, TE p. 149; Lesson 15, TE p. 159; Lesson 16, TE p. 169; Lesson 17, TE p. 179; Lesson 18, TE p. 191; Lesson 19, TE p. 201; Lesson 20, TE p. 211; Lesson 21, TE p. 221; Lesson 22, TE p. 231; Lesson 23, TE p. 241; Lesson 24, TE p. 253; Lesson 25, TE p. 263; Lesson 26, TE p. 273; Lesson 27, TE p. 283; Lesson 28, TE p. 293; Lesson 29, TE p. 305; Lesson 30, TE p. 315

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

	<ul style="list-style-type: none"> <li>• [Day 5] Review (chorally read each word, build each word with letter cards, read sentences written on Day 4)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 17; Lesson 2, TE p. 27; Lesson 3, TE p. 37; Lesson 4, TE p. 47; Lesson 5, TE p. 57; Lesson 6, TE p. 69; Lesson 7, TE p. 79; Lesson 8, TE p. 89; Lesson 9, TE p. 99; Lesson 10, TE p. 111; Lesson 11, TE p. 121; Lesson 12, TE p. 131; Lesson 13, TE p. 141; Lesson 14, TE p. 151; Lesson 15, TE p. 161; Lesson 16, TE p. 171; Lesson 17, TE p. 181; Lesson 18, TE p. 193; Lesson 19, TE p. 203; Lesson 20, TE p. 213; Lesson 21, TE p. 223; Lesson 22, TE p. 233; Lesson 23, TE p. 243; Lesson 24, TE p. 255; Lesson 25, TE p. 265; Lesson 26, TE p. 275; Lesson 27, TE p. 285; Lesson 28, TE p. 295; Lesson 29, TE p. 307; Lesson 30, TE p. 317</li> </ul> </li> <li>• Formative Assessments             <ul style="list-style-type: none"> <li>○ Reading Observation Form (high-frequency words)</li> </ul> </li> <li>• Assessment Administration Videos             <ul style="list-style-type: none"> <li>○ Administering the High-Frequency Word Assessment</li> <li>○ Author Debrief of the High-Frequency Word Assessment</li> </ul> </li> </ul> <p><b>LEVEL B/GR. 2 DIGITAL RESOURCES*</b></p> <p><b>Differentiation Supports</b></p> <ul style="list-style-type: none"> <li>• Additional Routines             <ul style="list-style-type: none"> <li>○ Supporting Instruction of High-Frequency Words                 <ul style="list-style-type: none"> <li>▪ Play Mix and Fix It</li> </ul> </li> </ul> </li> </ul>
<p>ELA.2.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.</p> <p>INDICATOR INSIGHT:  <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>	<p><b>LEVEL B/GR. 2 TEACHER EDITION</b> (PRINT/eBOOK)</p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (chorally read passage)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 12; Lesson 2, TE p. 22; Lesson 3, TE p. 32; Lesson 4, TE p. 42; Lesson 5, TE p. 52; Lesson 6, TE p. 64; Lesson 7, TE p. 74; Lesson 8, TE p. 84; Lesson 9, TE p. 94; Lesson 10, TE p. 106; Lesson 11, TE p. 116; Lesson 12, TE p. 126; Lesson 13, TE p. 136; Lesson 14, TE p. 146; Lesson 15, TE p. 156; Lesson 16, TE p. 166; Lesson 17, TE p. 176; Lesson 18, TE p. 188; Lesson 19, TE p. 198; Lesson 20, TE p. 208; Lesson 21, TE p. 218; Lesson 22, TE p. 228; Lesson 23, TE p. 238; Lesson , TE p. ; Lesson 24, TE p. 250; Lesson 25, TE p. 260; Lesson 26, TE p. 270; Lesson 27, TE p. 280; Lesson 28, TE p. 290; Lesson 29, TE p. 302; Lesson 30, TE p. 312</li> </ul> </li> <li>• Decodable Passage (chorally read passage to build oral reading fluency)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE pp. 15–16; Lesson 2, TE pp. 25–26; Lesson 3, TE pp. 35–36; Lesson 4, TE pp. 45–46; Lesson 5, TE pp. 55–56; Lesson 6, TE pp. 67–68; Lesson 7, TE pp. 77–78; Lesson 8, TE pp. 87–88; Lesson 9, TE pp. 97–98; Lesson 10, TE pp. 109–110; Lesson 11, TE pp. 119–120; Lesson 12, TE pp. 129–130; Lesson 13, TE pp. 139–140; Lesson 14, TE pp. 149–150; Lesson 15, TE pp. 159–160; Lesson 16, TE pp. 169–170;</li> </ul> <p style="text-align: right;"><i>continued</i></p> </li> </ul>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

Lesson 17, TE pp. 179–180; Lesson 18, TE pp. 191–192; Lesson 19, TE pp. 201–202; Lesson 20, TE pp. 211–212; Lesson 21, TE pp. 221–222; Lesson 22, TE pp. 231–232; Lesson 23, TE pp. 241–242; Lesson 24, TE pp. 253–254; Lesson 25, TE pp. 263–264; Lesson 26, TE pp. 273–274; Lesson 27, TE pp. 283–284; Lesson 28, TE pp. 293–294; Lesson 29, TE pp. 305–306; Lesson 30, TE pp. 315–316

### Independent/Partner Work

- Reread Connected Text and Write (reread Connected Text orally to a partner)
  - Lesson 1, TE p. 12; Lesson 2, TE p. 22; Lesson 3, TE p. 32; Lesson 4, TE p. 42; Lesson 5, TE p. 52; Lesson 6, TE p. 64; Lesson 7, TE p. 74; Lesson 8, TE p. 84; Lesson 9, TE p. 94; Lesson 10, TE p. 106; Lesson 11, TE p. 116; Lesson 12, TE p. 126; Lesson 13, TE p. 136; Lesson 14, TE p. 146; Lesson 15, TE p. 156; Lesson 16, TE p. 166; Lesson 17, TE p. 176; Lesson 18, TE p. 188; Lesson 19, TE p. 198; Lesson 20, TE p. 208; Lesson 21, TE p. 218; Lesson 22, TE p. 228; Lesson 23, TE p. 238; Lesson 24, TE p. 250; Lesson 25, TE p. 260; Lesson 26, TE p. 270; Lesson 27, TE p. 280; Lesson 28, TE p. 290; Lesson 29, TE p. 302; Lesson 30, TE p. 312
- Build Fluency (reread decodable passages orally with partners)
  - Lesson 1, TE p. 13; Lesson 2, TE p. 23; Lesson 3, TE p. 33; Lesson 4, TE p. 43; Lesson 5, TE p. 53; Lesson 6, TE p. 65; Lesson 7, TE p. 75; Lesson 8, TE p. 85; Lesson 9, TE p. 95; Lesson 10, TE p. 107; Lesson 11, TE p. 117; Lesson 12, TE p. 127; Lesson 13, TE p. 137; Lesson 14, TE p. 147; Lesson 15, TE p. 157; Lesson 16, TE p. 167; Lesson 17, TE p. 177; Lesson 18, TE p. 189; Lesson 19, TE p. 199; Lesson 20, TE p. 209; Lesson 21, TE p. 219; Lesson 22, TE p. 229; Lesson 23, TE p. 239; Lesson 24, TE p. 251; Lesson 25, TE p. 261; Lesson 26, TE p. 271; Lesson 27, TE p. 281; Lesson 28, TE p. 291; Lesson 29, TE p. 303; Lesson 30, TE p. 313

### Home-School Connection

- Build Fluency (take home and read decodable passage orally to families)/Student Fluency Sentences (alternative oral reading exercise/practice rereading sentences to build fluency)
  - Lesson 1, TE p. 15; Lesson 2, TE p. 25; Lesson 3, TE p. 35; Lesson 4, TE p. 45; Lesson 5, TE p. 55; Lesson 6, TE p. 67; Lesson 7, TE p. 77; Lesson 8, TE p. 87; Lesson 9, TE p. 97; Lesson 10, TE p. 109; Lesson 11, TE p. 119; Lesson 12, TE p. 129; Lesson 13, TE p. 139; Lesson 14, TE p. 149; Lesson 15, TE p. 159; Lesson 16, TE p. 169; Lesson 17, TE p. 179; Lesson 18, TE p. 191; Lesson 19, TE p. 201; Lesson 20, TE p. 211; Lesson

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</b></p>	
	<p>21, TE p. 221; Lesson 22, TE p. 231; Lesson 23, TE p. 241; Lesson 24, TE p. 253; Lesson 25, TE p. 263; Lesson 26, TE p. 273; Lesson 27, TE p. 283; Lesson 28, TE p. 293; Lesson 29, TE p. 305; Lesson 30, TE p. 315</p> <p><u>LEVEL B/GR. 2 DIGITAL RESOURCES*</u></p> <p><b>Units 1-6</b></p> <ul style="list-style-type: none"> <li>• Each Unit             <ul style="list-style-type: none"> <li>◦ Student and Family Resources                 <ul style="list-style-type: none"> <li>▪ Dear Family (letter)</li> <li>▪ Apreciada familia (letter in Spanish)</li> <li>▪ Student Fluency Sentences                     <ul style="list-style-type: none"> <li>◦ Student Fluency Sentences for each lesson are provided in the Teacher’s Edition and at SadlierConnect.com for children to reread with their families. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly.</li> </ul> </li> </ul> </li> <li>◦ Each Lesson                 <ul style="list-style-type: none"> <li>▪ Cumulative Assessments                     <ul style="list-style-type: none"> <li>◦ Fluency Check (each lesson)</li> <li>◦ Student Fluency Report (each unit)</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>ELA.2.F.4.3 Read texts by:</p>	
<p>a. using letter-sound knowledge to segment and blend sounds together;</p>	<p><u>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It             <ul style="list-style-type: none"> <li>◦ Lesson 1, p. 9; Lesson 2, p. 19; Lesson 3, p. 29; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 7, p. 71; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 11, p. 113; Lesson 12, p. 123; Lesson 13, p. 133; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 17, p. 173; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309</li> </ul> </li> </ul> <p><u>LEVEL B/GR. 2 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• [Day 1] Learn and Blend/Blend It/Corrective Feedback             <ul style="list-style-type: none"> <li>◦ Lesson 1, TE p. 9; Lesson 2, TE p. 19; Lesson 3, TE p. 29; Lesson 4, TE p. 39; Lesson 5, TE p. 49; Lesson 6, TE p. 61; Lesson 7, TE p. 71; Lesson 8, TE p. 81; Lesson 9, TE p. 91;</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

Lesson 10, TE p. 103; Lesson 11, TE p. 113; Lesson 12, TE p. 123; Lesson 13, TE p. 133; Lesson 14, TE p. 143; Lesson 15, TE p. 153; Lesson 16, TE p. 163; Lesson 17, TE p. 173; Lesson 18, TE p. 185; Lesson 19, TE p. 195; Lesson 20, TE p. 205; Lesson 21, TE p. 215; Lesson 22, TE p. 225; Lesson 23, TE p. 235; Lesson 24, TE p. 247; Lesson 25, TE p. 257; Lesson 26, TE p. 267; Lesson 27, TE p. 277; Lesson 28, TE p. 287; Lesson 29, TE p. 299; Lesson 30, TE p. 309

### Sound-Spelling/Blending

- [Day 2] Blend It
  - Lesson 1, TE p. 11; Lesson 2, TE p. 21; Lesson 3, TE p. 31; Lesson 4, TE p. 41; Lesson 5, TE p. 51; Lesson 6, TE p. 63; Lesson 7, TE p. 73; Lesson 8, TE p. 83; Lesson 9, TE p. 93; Lesson 10, TE p. 105; Lesson 11, TE p. 115; Lesson 12, TE p. 125; Lesson 13, TE p. 135; Lesson 14, TE p. 145; Lesson 15, TE p. 155; Lesson 16, TE p. 165; Lesson 17, TE p. 175; Lesson 18, TE p. 187; Lesson 19, TE p. 197; Lesson 20, TE p. 207; Lesson 21, TE p. 217; Lesson 22, TE p. 227; Lesson 23, TE p. 237; Lesson 24, TE p. 249; Lesson 25, TE p. 259; Lesson 26, TE p. 269; Lesson 27, TE p. 279; Lesson 28, TE p. 289; Lesson 29, TE p. 301; Lesson 30, TE p. 311
- [Day 3] Blend It
  - Lesson 1, TE p. 13; Lesson 2, TE p. 23; Lesson 3, TE p. 33; Lesson 4, TE p. 43; Lesson 5, TE p. 53; Lesson 6, TE p. 65; Lesson 7, TE p. 75; Lesson 8, TE p. 85; Lesson 9, TE p. 95; Lesson 10, TE p. 107; Lesson 11, TE p. 117; Lesson 12, TE p. 127; Lesson 13, TE p. 137; Lesson 14, TE p. 147; Lesson 15, TE p. 157; Lesson 16, TE p. 167; Lesson 17, TE p. 177; Lesson 18, TE p. 189; Lesson 19, TE p. 199; Lesson 20, TE p. 209; Lesson 21, TE p. 219; Lesson 22, TE p. 229; Lesson 23, TE p. 239; Lesson 24, TE p. 251; Lesson 25, TE p. 261; Lesson 26, TE p. 271; Lesson 27, TE p. 281; Lesson 28, TE p. 291; Lesson 29, TE p. 303; Lesson 30, TE p. 313
- [Day 4] Blend It (whisper-read the Blend It lines independently to build fluency)
  - Lesson 1, TE p. 15; Lesson 2, TE p. 25; Lesson 3, TE p. 35; Lesson 4, TE p. 45; Lesson 5, TE p. 55; Lesson 6, TE p. 67; Lesson 7, TE p. 77; Lesson 8, TE p. 87; Lesson 9, TE p. 97; Lesson 10, TE p. 109; Lesson 11, TE p. 119; Lesson 12, TE p. 129; Lesson 13, TE p. 139; Lesson 14, TE p. 149; Lesson 15, TE p. 159; Lesson 16, TE p. 169; Lesson 17, TE p. 179; Lesson 18, TE p. 191; Lesson 19, TE p. 201; Lesson 20, TE p. 211; Lesson 21, TE p. 221; Lesson 22, TE p. 231; Lesson 23, TE p. 241; Lesson 24, TE p. 253; Lesson 25, TE p. 263; Lesson 26, TE p. 273; Lesson 27, TE p. 283; Lesson 28, TE p. 293; Lesson 29, TE p. 305; Lesson 30, TE p. 315

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

	<p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>[Day 2] Speed Drill (model blending the first word) <ul style="list-style-type: none"> <li>Lesson 1, TE p. 12; Lesson 2, TE p. 22; Lesson 3, TE p. 32; Lesson 4, TE p. 42; Lesson 5, TE p. 52; Lesson 6, TE p. 64; Lesson 7, TE p. 74; Lesson 8, TE p. 84; Lesson 9, TE p. 94; Lesson 10, TE p. 106; Lesson 11, TE p. 116; Lesson 12, TE p. 126; Lesson 13, TE p. 136; Lesson 14, TE p. 146; Lesson 15, TE p. 156; Lesson 16, TE p. 166; Lesson 17, TE p. 176; Lesson 18, TE p. 188; Lesson 19, TE p. 198; Lesson 20, TE p. 208; Lesson 21, TE p. 218; Lesson 22, TE p. 228; Lesson 23, TE p. 238; Lesson 24, TE p. 250; Lesson 25, TE p. 260; Lesson 26, TE p. 270; Lesson 27, TE p. 280; Lesson 28, TE p. 290; Lesson 29, TE p. 302; Lesson 30, TE p. 312</li> </ul> </li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Guided Spelling/Dictation (model segmenting the word sound by sound) <ul style="list-style-type: none"> <li>Lesson 1, TE p. 14; Lesson 2, TE p. 24; Lesson 3, TE p. 34; Lesson 4, TE p. 44; Lesson 5, TE p. 54; Lesson 6, TE p. 66; Lesson 7, TE p. 76; Lesson 8, TE p. 86; Lesson 9, TE p. 96; Lesson 10, TE p. 108; Lesson 11, TE p. 118; Lesson 12, TE p. 128; Lesson 13, TE p. 138; Lesson 14, TE p. 148; Lesson 15, TE p. 158; Lesson 16, TE p. 168; Lesson 17, TE p. 178; Lesson 18, TE p. 190; Lesson 19, TE p. 200; Lesson 20, TE p. 210; Lesson 21, TE p. 220; Lesson 22, TE p. 230; Lesson 23, TE p. 240; Lesson 24, TE p. 252; Lesson 25, TE p. 262; Lesson 26, TE p. 272; Lesson 27, TE p. 282; Lesson 28, TE p. 292; Lesson 29, TE p. 304; Lesson 30, TE p. 314</li> </ul> </li> </ul>
<p>b. decoding the words by analogy;</p> <p>INDICATOR INSIGHT: <i>Decoding the words by analogy</i> means recognizing how the word or word parts may be similar to another known word or word parts.</p>	<p><b>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</b></p> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>Sort It Out (read and sort words with similar word parts and patterns) <ul style="list-style-type: none"> <li>Lesson 1, p. 13; Lesson 2, p. 23; Lesson 3, p. 33; Lesson 4, p. 43; Lesson 5, p. 53; Lesson 6, p. 64; Lesson 7, p. 75; Lesson 8, p. 85; Lesson 9, p. 95; Lesson 10, p. 107; Lesson 11, p. 117; Lesson 12, p. 127; Lesson 13, p. 137; Lesson 14, p. 147; Lesson 15, p. 157; Lesson 16, p. 167; Lesson 17, p. 177; Lesson 18, p. 189; Lesson 19, p. 199; Lesson 20, p. 209; Lesson 21, p. 219; Lesson 22, p. 229; Lesson 23, p. 239; Lesson 24, p. 251; Lesson 25, p. 261; Lesson 26, p. 271; Lesson 27, p. 281; Lesson 28, p. 291; Lesson 29, p. 303; Lesson 30, p. 313</li> </ul> </li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Inflectional Ending -s—p. 16</li> <li>“Reading Big Words” Strategy—p. 26</li> <li>More “Reading Big Words” Strategy—p. 36</li> <li>Inflectional Ending -ing—p. 46</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

- Inflectional Ending -ed—p. 56
- Inflectional Endings (drop e)—p. 78
- Possessives—p. 88
- Three-Letter Blends—p. 98
- Contractions—p. 110
- Inflectional Endings (double final consonant)—p. 120
- Inflectional Endings (change y to i)—p. 130
- Silent Letters (kn, wr, gn, mb)—p. 140
- Suffixes (-y, -ly)—p. 150
- Compound Words—p. 160
- Prefixes (un-, re-, dis-)—p. 170
- Homophones—p. 180
- Comparative Suffixes (-er, -est)—p. 192
- Suffixes (-ful, -less)—p. 202
- Abbreviations—p. 212
- Homographs—p. 222
- Irregular Plurals—p. 232
- Inflectional Endings with Spelling Changes—p. 242
- Suffixes (-ful, -less, -y, -ly)—p. 254
- Compound Words—p. 264
- Prefixes (un-, re-, dis-, pre-, mis-)—p. 274
- More Irregular Plurals—p. 284
- More Inflectional Endings with Spelling Changes—p. 294
- Related Words—p. 306
- More Related Words—p. 316

**LEVEL B/GR. 2 TEACHER EDITION** (PRINT/eBOOK)

### Word Sort

- Open Sort (discuss ways to sort the words with similar word parts and patterns)
  - Lesson 1, TE p. 13; Lesson 2, TE p. 23; Lesson 3, TE p. 33; Lesson 4, TE p. 43; Lesson 5, TE p. 53; Lesson 6, TE p. 64; Lesson 7, TE p. 75; Lesson 8, TE p. 85; Lesson 9, TE p. 95; Lesson 10, TE p. 107; Lesson 11, TE p. 117; Lesson 12, TE p. 127; Lesson 13, TE p. 137; Lesson 14, TE p. 147; Lesson 15, TE p. 157; Lesson 16, TE p. 167; Lesson 17, TE p. 177; Lesson 18, TE p. 189; Lesson 19, TE p. 199; Lesson 20, TE p. 209; Lesson 21, TE p. 219; Lesson 22, TE p. 229; Lesson 23, TE p. 239; Lesson 24, TE p. 251; Lesson 25, TE p. 261; Lesson 26, TE p. 271; Lesson 27, TE p. 281; Lesson 28, TE p. 291; Lesson 29, TE p. 303; Lesson 30, TE p. 313
- Closed Sort/Check and Discuss (sort words with similar word parts and patterns)
  - Lesson 1, TE p. 14; Lesson 2, TE p. 24; Lesson 3, TE p. 34; Lesson 4, TE p. 44; Lesson 5, TE p. 54; Lesson 6, TE p. 65; Lesson 7, TE p. 76; Lesson 8, TE p. 86; Lesson 9, TE p. 96; Lesson 10, TE p. 108; Lesson 11, TE p. 118; Lesson 12, TE p. 128; Lesson 13, TE p. 138; Lesson 14, TE p. 148; Lesson 15, TE

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</b></p>	
	<p>p. 158; Lesson 16, TE p. 168; Lesson 17, TE p. 178; Lesson 18, TE p. 190; Lesson 19, TE p. 200; Lesson 20, TE p. 210; Lesson 21, TE p. 220; Lesson 22, TE p. 230; Lesson 23, TE p. 240; Lesson 24, TE p. 252; Lesson 25, TE p. 262; Lesson 26, TE p. 272; Lesson 27, TE p. 282; Lesson 28, TE p. 292; Lesson 29, TE p. 304; Lesson 30, TE p. 314</p>
<p>c. recognizing chunks;</p>	<p><b>LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It/Daily Practice: Mark It (identify chunks: parts of words that consist of more than one letter)             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 9; Lesson 2, p. 19; Lesson 3, p. 29; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 7, p. 71; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 11, p. 113; Lesson 12, p. 123; Lesson 13, p. 133; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 17, p. 173; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309</li> </ul> </li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• Speed Drill (underline a specific type of chunk in each word in the list; e.g., “the first closed syllable,” p. 21)             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 11; Lesson 2, p. 21; Lesson 3, p. 31; Lesson 4, p. 41; Lesson 5, p. 51; Lesson 6, p. 63; Lesson 7, p. 73; Lesson 8, p. 83; Lesson 9, p. 93; Lesson 10, p. 105; Lesson 11, p. 115; Lesson 12, p. 125; Lesson 13, p. 135; Lesson 14, p. 145; Lesson 15, p. 155; Lesson 16, p. 165; Lesson 17, p. 175; Lesson 18, p. 187; Lesson 19, p. 197; Lesson 20, p. 207; Lesson 21, p. 217; Lesson 22, p. 227; Lesson 23, p. 237; Lesson 24, p. 249; Lesson 25, p. 259; Lesson 26, p. 269; Lesson 27, p. 279; Lesson 28, p. 289; Lesson 29, p. 301; Lesson 30, p. 311</li> </ul> </li> </ul> <p><b>LEVEL B/GR. 2 TEACHER EDITION (PRINT/eBOOK)</b></p> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• Closed Sort (sort words according to a specific spelling pattern)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 14; Lesson 2, TE p. 24; Lesson 3, TE p. 34; Lesson 4, TE p. 44; Lesson 5, TE p. 54; Lesson 6, TE p. 65; Lesson 7, TE p. 76; Lesson 8, TE p. 86; Lesson 9, TE p. 96; Lesson 10, TE p. 108; Lesson 11, TE p. 118; Lesson 12, TE p. 128; Lesson 13, TE p. 138; Lesson 14, TE p. 148; Lesson 15, TE p. 158; Lesson 16, TE p. 168; Lesson 17, TE p. 178; Lesson 18, TE p. 190; Lesson 19, TE p. 200; Lesson 20, TE p. 210; Lesson 21, TE p. 220; Lesson 22, TE p. 230; Lesson 23, TE p. 240; Lesson 24, TE p. 252; Lesson 25, TE p. 262; Lesson 26, TE p. 272; Lesson 27, TE p. 282; Lesson 28, TE p. 292; Lesson 29, TE p. 304; Lesson 30, TE p. 314</li> </ul> </li> </ul>

## Foundations of Literacy

SECOND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

d. generalizing phonic skills to unknown words; and

LEVEL B/GR. 2 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### Read Connected Text

- Connected Text: Interact with the Text (circle or draw a box around words in the reading selection using phonic skills)
  - Lesson 1, p. 12; Lesson 2, p. 22; Lesson 3, p. 32; Lesson 4, p. 42; Lesson 5, p. 52; Lesson 6, p. 64; Lesson 7, p. 74; Lesson 8, p. 84; Lesson 9, p. 94; Lesson 10, p. 106; Lesson 11, p. 116; Lesson 12, p. 126; Lesson 13, p. 136; Lesson 14, p. 146; Lesson 15, p. 156; Lesson 16, p. 166; Lesson 17, p. 176; Lesson 18, p. 188; Lesson 19, p. 198; Lesson 20, p. 208; Lesson 21, p. 218; Lesson 22, p. 228; Lesson 23, p. 238; Lesson 24, p. 250; Lesson 25, p. 260; Lesson 26, p. 270; Lesson 27, p. 280; Lesson 28, p. 290; Lesson 29, p. 302; Lesson 30, p. 312
- Decodable Passage (apply lesson phonic skills to decode words in the reading selection)
  - Lesson 1, p. 15; Lesson 2, p. 25; Lesson 3, p. 35; Lesson 4, p. 45; Lesson 5, p. 55; Lesson 6, p. 67; Lesson 7, p. 77; Lesson 8, p. 87; Lesson 9, p. 97; Lesson 10, p. 109; Lesson 11, p. 119; Lesson 12, p. 129; Lesson 13, p. 139; Lesson 14, p. 149; Lesson 15, p. 159; Lesson 16, p. 169; Lesson 17, p. 179; Lesson 18, p. 191; Lesson 19, p. 201; Lesson 20, p. 211; Lesson 21, p. 221; Lesson 22, p. 231; Lesson 23, p. 241; Lesson 24, p. 253; Lesson 25, p. 263; Lesson 26, p. 273; Lesson 27, p. 283; Lesson 28, p. 293; Lesson 29, p. 305; Lesson 30, p. 315

LEVEL B/GR. 2 TEACHER EDITION (PRINT/eBOOK)

### Read Connected Text

- Connected Text (use newly learned phonic skills to decode words in the passage)
  - Lesson 1, TE p. 12; Lesson 2, TE p. 22; Lesson 3, TE p. 32; Lesson 4, TE p. 42; Lesson 5, TE p. 52; Lesson 6, TE p. 64; Lesson 7, TE p. 74; Lesson 8, TE p. 84; Lesson 9, TE p. 94; Lesson 10, TE p. 106; Lesson 11, TE p. 116; Lesson 12, TE p. 126; Lesson 13, TE p. 136; Lesson 14, TE p. 146; Lesson 15, TE p. 156; Lesson 16, TE p. 166; Lesson 17, TE p. 176; Lesson 18, TE p. 188; Lesson 19, TE p. 198; Lesson 20, TE p. 208; Lesson 21, TE p. 218; Lesson 22, TE p. 228; Lesson 23, TE p. 238; Lesson , TE p. ; Lesson 24, TE p. 250; Lesson 25, TE p. 260; Lesson 26, TE p. 270; Lesson 27, TE p. 280; Lesson 28, TE p. 290; Lesson 29, TE p. 302; Lesson 30, TE p. 312
- Decodable Passage (use recently taught phonic skills to decode words in the passage)
  - Lesson 1, TE pp. 15–16; Lesson 2, TE pp. 25–26; Lesson 3, TE pp. 35–36; Lesson 4, TE pp. 45–46; Lesson 5, TE pp. 55–56; Lesson 6, TE pp. 67–68; Lesson 7, TE pp. 77–78; Lesson 8, TE pp. 87–88; Lesson 9, TE pp. 97–98; Lesson 10, TE pp. 109–110; Lesson 11, TE pp. 119–120; Lesson 12, TE pp.

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## Foundations of Literacy

SECOND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</b></p>	
	<p>129–130; Lesson 13, TE pp. 139–140; Lesson 14, TE pp. 149–150; Lesson 15, TE pp. 159–160; Lesson 16, TE pp. 169–170; Lesson 17, TE pp. 179–180; Lesson 18, TE pp. 191–192; Lesson 19, TE pp. 201–202; Lesson 20, TE pp. 211–212; Lesson 21, TE pp. 221–222; Lesson 22, TE pp. 231–232; Lesson 23, TE pp. 241–242; Lesson 24, TE pp. 253–254; Lesson 25, TE pp. 263–264; Lesson 26, TE pp. 273–274; Lesson 27, TE pp. 283–284; Lesson 28, TE pp. 293–294; Lesson 29, TE pp. 305–306; Lesson 30, TE pp. 315–316</p>
<p>e. using context and visuals from the text to support monitoring and self-correcting.</p>	<p><b>LEVEL B/GR. 2 TEACHER EDITION</b> (PRINT/eBOOK)  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (reread sentence with difficult word/use context—<i>Does the word make sense in the sentence?</i>—to confirm correct word or self-correct)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 12; Lesson 2, TE p. 22; Lesson 3, TE p. 32; Lesson 4, TE p. 42; Lesson 5, TE p. 52; Lesson 6, TE p. 64; Lesson 7, TE p. 74; Lesson 8, TE p. 84; Lesson 9, TE p. 94; Lesson 10, TE p. 106; Lesson 11, TE p. 116; Lesson 12, TE p. 126; Lesson 13, TE p. 136; Lesson 14, TE p. 146; Lesson 15, TE p. 156; Lesson 16, TE p. 166; Lesson 17, TE p. 176; Lesson 18, TE p. 188; Lesson 19, TE p. 198; Lesson 20, TE p. 208; Lesson 21, TE p. 218; Lesson 22, TE p. 228; Lesson 23, TE p. 238; Lesson 24, TE p. 250; Lesson 25, TE p. 260; Lesson 26, TE p. 270; Lesson 27, TE p. 280; Lesson 28, TE p. 290; Lesson 29, TE p. 302; Lesson 30, TE p. 312</li> </ul> </li> <li>• <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• Decodable Passage (underline confusing words/reread sentence with unfamiliar word/use context to confirm correct word or self-correct)                     <ul style="list-style-type: none"> <li>○ Lesson 1, TE pp. 15–16; Lesson 2, TE pp. 25–26; Lesson 3, TE pp. 35–36; Lesson 4, TE pp. 45–46; Lesson 5, TE pp. 55–56; Lesson 6, TE pp. 67–68; Lesson 7, TE pp. 77–78; Lesson 8, TE pp. 87–88; Lesson 9, TE pp. 97–98; Lesson 10, TE pp. 109–110; Lesson 11, TE pp. 119–120; Lesson 12, TE pp. 129–130; Lesson 13, TE pp. 139–140; Lesson 14, TE pp. 149–150; Lesson 15, TE pp. 159–160; Lesson 16, TE pp. 169–170; Lesson 17, TE pp. 179–180; Lesson 18, TE pp. 191–192; Lesson 19, TE pp. 201–202; Lesson 20, TE pp. 211–212; Lesson 21, TE pp. 221–222; Lesson 22, TE pp. 231–232; Lesson 23, TE pp. 241–242; Lesson 24, TE pp. 253–254; Lesson 25, TE pp. 263–264; Lesson 26, TE pp. 273–274; Lesson 27, TE pp. 283–284; Lesson 28, TE pp. 293–294; Lesson 29, TE pp. 305–306; Lesson 30, TE pp. 315–316</li> </ul> </li> </ul> </li> </ul>