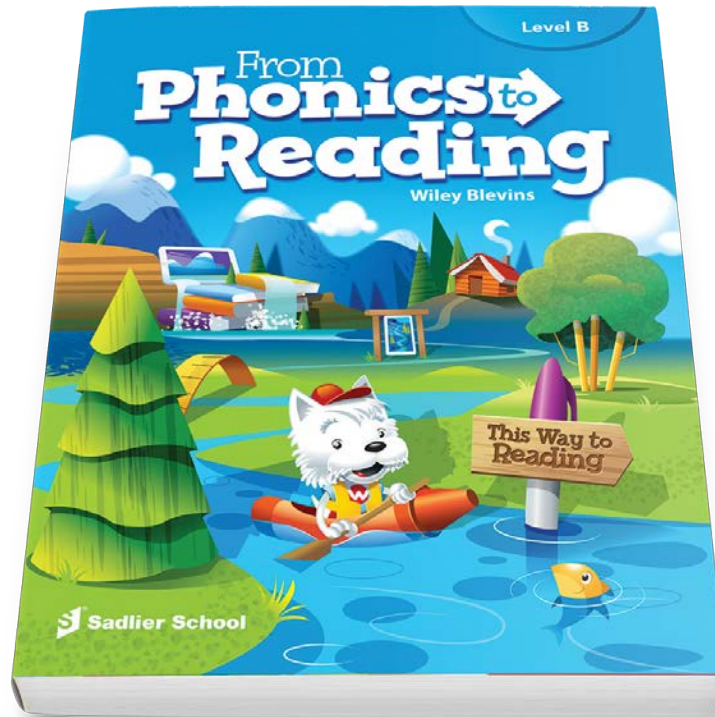


# *From Phonics to Reading*

Correlation to the New York State Next Generation  
English Language Arts Learning Standards

2<sup>nd</sup> Grade



## Contents

### 1<sup>st</sup> Grade Reading Standards: Foundational Skills

Print Concepts.....	2
Phonological Awareness.....	2
Phonics and Word Recognition.....	2
Fluency.....	10

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Print Concepts

**RF1:** *There is not a grade 2 standard for this concept.  
Please see preceding grades for more information.*

### Phonological Awareness

**RF2:** *There is not a grade 2 standard for this concept.  
Please see preceding grades for more information.*

### Phonics and Word Recognition

**2RF3:** Know and apply phonics and word analysis skills in decoding words.

#### **LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION**

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

- Lesson 1 Short Vowels—SB/TE pp. 9–18
- Lesson 2 Closed Syllables—SB/TE pp. 19–28
- Lesson 3 Consonant + /e Syllables—SB/TE pp. 29–38
- Lesson 4 /-Blends, r-Blends, s-Blends—SB/TE pp. 39–48
- Lesson 5 Final Blends—SB/TE pp. 49–58

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

- Lesson 6 Final e—SB/TE pp. 61–70
- Lesson 7 Final e Syllables—SB/TE pp. 71–80
- Lesson 8 Consonant Digraphs (*sh, ch, tch, th*)—SB/TE pp. 81–90
- Lesson 9 Consonant Digraphs (*wh, ph, ng, nk*)—SB/TE pp. 91–100

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

- Lesson 10 Long *a*—SB/TE pp. 103–112
- Lesson 11 Open Syllables—SB/TE pp. 113–122
- Lesson 12 Long *e*—SB/TE pp. 123–132
- Lesson 13 Vowel Team Syllables—SB/TE pp. 133–142
- Lesson 14 Long *i*—SB/TE pp. 143–152
- Lesson 15 Long *o*—SB/TE pp. 153–162
- Lesson 16 Long *u*—SB/TE pp. 163–172
- Lesson 17 Consonant + /e Syllables—SB/TE pp. 173–182

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

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

*continued*

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

	<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 and Long oo—SB/TE pp. 247-256</li> <li>• Lesson 25 Diphthong /ou/—SB/TE pp. 257-266</li> <li>• Lesson 26 Diphthong /oi/—SB/TE pp. 267-276</li> <li>• Lesson 27 Complex Vowel /ô/—SB/TE pp. 277-286</li> <li>• Lesson 28 Vowel Team Syllables—SB/TE pp. 287-296</li> </ul> <p><b>Unit 6 Syllable Types Review</b></p> <ul style="list-style-type: none"> <li>• Lesson 29 Review Syllable Types—SB/TE pp. 299-308</li> <li>• Lesson 30 Final Stable Syllables—SB/TE pp. 309-318</li> </ul>
<p><b>2RF3a:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p>	<p><b><u>LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION</u></b> <i>Lessons</i></p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—SB/TE pp. 9-18</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 Long a—SB/TE pp. 103-112</li> <li>• Lesson 11 Open Syllables—SB/TE pp. 113-122</li> <li>• Lesson 12 Long e—SB/TE pp. 123-132</li> <li>• Lesson 13 Vowel Team Syllables—SB/TE pp. 133-142</li> <li>• Lesson 14 Long i—SB/TE pp. 143-152</li> <li>• Lesson 15 Long o—SB/TE pp. 153-162</li> <li>• Lesson 16 Long u—SB/TE pp. 163-172</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 and Long oo—SB/TE pp. 247-256</li> </ul> <p><i>Lesson Activities</i></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It (review short or long vowels/decode regularly spelled one-syllable words)—SB/TE pp. 9, 103, 123, 133, 143, 153, 163, 247</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words)—SB/TE pp. 11, 105, 125, 135, 145, 155, 165, 249</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text/Interact with the Text (read/circle regularly spelled one-syllable words with short or long vowel spellings)—SB/TE pp. 12, 106, 126, 136, 146, 156, 166, 250</li> </ul> <p><b><u>LEVEL B/GRADE 2 DIGITAL RESOURCES*</u></b></p> <p><b>Sound Wall</b></p> <ul style="list-style-type: none"> <li>• Vowel Valley             <ul style="list-style-type: none"> <li>◦ Vowel Valley Wall</li> <li>◦ Vowel Sound Cards</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

\*Digital resources available at SadlierConnect.com

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

	<ul style="list-style-type: none"> <li>• Sound Wall Lesson Template <ul style="list-style-type: none"> <li>◦ Sound Wall Lesson Template</li> </ul> </li> </ul>
<p><b>2RF3b:</b> Decode short and long vowel sounds in two-syllable words.</p>	<p><b><u>LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><i>Lessons</i></p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—SB/TE pp. 9–18</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 Long <i>a</i>—SB/TE pp. 103–112</li> <li>• Lesson 11 Open Syllables—SB/TE pp. 113–122</li> <li>• Lesson 12 Long <i>e</i>—SB/TE pp. 123–132</li> <li>• Lesson 13 Vowel Team Syllables—SB/TE pp. 133–142</li> <li>• Lesson 14 Long <i>i</i>—SB/TE pp. 143–152</li> <li>• Lesson 15 Long <i>o</i>—SB/TE pp. 153–162</li> <li>• Lesson 16 Long <i>u</i>—SB/TE pp. 163–172</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 <i>oo</i> and Long <i>oo</i>—SB/TE pp. 247–256</li> </ul> <p><i>Lesson Activities</i></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It: Transition to Longer Words (decode multisyllabic long vowel words/break apart and sound out using knowledge of syllable types and common spelling patterns)—SB/TE pp. 103, 113, 123, 133, 143, 153, 163</li> <li>• Daily Practice: Build Fluency (read two-syllable words with long vowels each day)—SB/TE pp. 103, 113, 123, 133, 143, 153, 163</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• Speed Drill (read regularly spelled one- and two-syllable words with long vowel spelling patterns)—SB/TE pp. 105, 115, 125, 135, 145, 155, 165</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text/Interact with the Text (read/circle regularly spelled one-syllable words with short or long vowel spellings)—SB/TE pp. 106, 116, 126, 136, 146, 156, 166, 250</li> <li>• Decodable Passage (decode two-syllable words with long vowel spellings)—SB/TE pp. 109, 119, 129, 139, 149, 159, 169</li> </ul> <p><b>Cumulative Assessment</b></p> <ul style="list-style-type: none"> <li>• Fluency Check (read two-syllable words with long vowel spellings for accuracy and fluency)—SB/TE pp. 112, 122, 132, 142, 152, 162, 172</li> </ul> <p><b><u>LEVEL B/GRADE 2 DIGITAL RESOURCES*</u></b></p> <p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Short Vowels (Levels K Pre-Decodable Texts/Levels K–C Take-Home Books/Lesson Plans)</li> </ul>

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

**2RF3c:** Decode regularly spelled two-syllable words.

- Long Vowels (Level K Take-Home Books/Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)

#### LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION

##### Introduction

- Blend It
  - Transition to Longer Words (decode regularly spelled two-syllable words)
  - Reading in Context (decode regularly spelled two-syllable words)
    - 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
  - Challenge (decode regularly spelled two-syllable words)
    - 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
  - Using the "Reading Big Words Strategy" (decode regularly spelled two-syllable words)
    - 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

#### LEVEL B/GRADE 2 TEACHER'S EDITION

##### Introduce Sound-Spelling

- Learn and Blend/Blend It (read aloud/use lesson skill to decode regularly spelled two-syllable words)
  - 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. 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.

*continued*

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

267; Lesson 27, TE p. 277; Lesson 28, TE p. 287; Lesson 29, TE p. 299; Lesson 30, TE p. 309

#### **LEVEL B/GRADE 2 DIGITAL RESOURCES\***

##### **Overview**

- High-Frequency Words
  - Decodable High-Frequency Words
    - Multisyllabic Words—pp. 1–4

##### **Professional Development**

- Professional Development Planning Guide
  - Video Viewing Guide
    - Session 5: Decodable Text—pp. 23–26
    - Session 12: Multisyllabic Words (regularly spelled two-syllable words)—pp. 51–54
- High Impact Routines by Wiley Blevins
  - Video: High-Impact Routine: Decodable Texts
- Instructional Support by Wiley Blevins
  - Video: Multisyllabic Words

##### **Decodable Library**

- Blends (Level B Decodable Passages/Lesson Plans)
- Consonant Digraphs (Level B Decodable Passages/Lesson Plans)
- Long Vowels (Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- r-Controlled Vowels (Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Complex Vowels and Diphthongs (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Syllable Types (Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Word Study Skills (Level C Interact with the Text & Decodable Passages/Lesson Plans)

**2RF3d:** Recognize and identify root words and common suffixes and prefixes.

#### **LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION**

##### **Word Study**

- “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—SB/TE p. 26
- “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—SB/TE p. 36
- Suffixes (-y, -ly)—SB/TE p. 150
- Prefixes (un-, re-, dis-)—SB/TE p. 170
- Comparative Suffixes (-er, -est)—SB/TE p. 192
- Suffixes (-ful, -less)—SB/TE p. 202
- Suffixes (-ful, -less, -y, -ly)—SB/TE p. 254
- Prefixes (un-, re-, dis-, pre-, mis-)—SB/TE p. 274

*continued*

\*Digital resources available at SadlierConnect.com

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

	<ul style="list-style-type: none"> <li>• Related Words (words with the same base word/add a suffix)—SB/TE p. 306</li> <li>• More Related Words (add prefix or suffix to base word to make related words)—SB/TE p. 316</li> </ul> <p><b>“Reading Big Words” Strategy</b></p> <ul style="list-style-type: none"> <li>• Step 1 (prefixes)—p. 332</li> <li>• Step 2 (suffixes)—p. 332</li> <li>• Step 3 (base words)—p. 332</li> </ul> <p><b><u>LEVEL B/GRADE 2 TEACHER’S EDITION</u></b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—TE p. 27</li> <li>• Word Study: More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—TE p. 37</li> <li>• Word Study: Suffixes (-y, -ly)—TE p. 151</li> <li>• Word Study: Prefixes (un-, re-, dis-)—TE p. 171</li> <li>• Word Study: Comparative Suffixes (-er, -est)—TE p. 193</li> <li>• Word Study: Suffixes (-ful, -less)—TE p. 203</li> <li>• Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255</li> <li>• Word Study: Prefixes (un-, re-, dis-, pre-, mis-)—TE p. 275</li> <li>• Word Study: Related Words (add suffixes to create related words)—TE p. 307</li> <li>• Word Study: More Related Words (add prefix or suffix to base words to make related words)—TE p. 317</li> </ul> <p><b><u>LEVEL B/GRADE 2 DIGITAL RESOURCES*</u></b></p> <p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Word Study Skills (Level C Interact with the Text &amp; Decodable Passages/Lesson Plans)             <ul style="list-style-type: none"> <li>◦ Inflectional Endings</li> <li>◦ Suffixes</li> <li>◦ Compound Words</li> </ul> </li> </ul>
<p><b>2RF3e:</b> Read all common high-frequency words by sight.</p>	<p><b><u>LEVEL B/GRADE 2 STUDENT BOOK/TEACHER’S EDITION</u></b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write             <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><i>continued</i></p>



## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

#### **LEVEL B/GRADE 2 TEACHER'S EDITION**

#### **High-Frequency Words**

- [Day 1] Read-Spell-Write (chorally read each word in a context sentence, chorally spell it, write it two times)
  - 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; 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,

*continued*



## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Phonics and Word Recognition

- 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
- [Day 5] Review (chorally read each word, build each word with letter cards, read sentences written on Day 4)
  - 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

#### **LEVEL B/GRADE 2 DIGITAL RESOURCES\***

##### **Overview**

- High-Frequency Words
  - High-Frequency Words
  - Decodable High-Frequency Words
  - Irregular High-Frequency Words

##### **Professional Development**

- Professional Development Planning
  - Professional Development Planning Guide and Video Viewing Guides
    - Video Viewer's Guide
      - Session 7 High-Frequency Words—pp. 31-34
- High-Impact Routines by Wiley Blevins
  - Video: High-Frequency Words

##### **Assessment**

- Benchmark Assessments
  - High-Frequency Word Assessment
- Benchmark Assessments Administration & Analysis
  - High-Frequency Word Analysis
- Formative Assessments
  - Reading Observation Form (high-frequency words)
- Assessment Administration Videos
  - Administering the High-Frequency Word Assessment
  - Author Debrief of the High-Frequency Word Assessment

##### **Differentiation Supports**

- Additional Routines
  - Teacher's Guide to High-Frequency Words

\*Digital resources available at SadlierConnect.com

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

**2RF4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.

#### LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION

##### Read Connected Text

- Connected Text (grade-level text)
  - 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 (grade-level text)
  - 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/GRADE 2 TEACHER'S EDITION

##### Read Connected Text

- Connected Text (chorally read passage then answer questions to check comprehension)
  - 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
- Decodable Passage (chorally read passage then answer questions to check comprehension)
  - 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,

*continued*

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

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

#### Read Children's Books

Recommended trade books that reinforce newly learned skills.

- Unit 1—TE pp. 7 and 8: *Oscar Otter* by Nathaniel Benchley, *Thump and Plunk* by Janice May Udry, *The Little Red Hen* by Paul Galdone, *A Birthday Basket for Tia* by Pat Mora, *Amelia Bedelia's First Apple Pie* by Herman Parish
- Unit 2—TE pp. 59 and 60: *Sea Full of Sharks* by Betsy Maestro, *Chester's Way* by Kevin Henkes, *Osa's Pride* by Ann Grifalconi, *Pancakes, Pancakes!* by Eric Carle, *The Tale of Rabbit and Coyote* by Tony Johnston
- Unit 3—TE pp. 101 and 102: *The Lace Snail* by Betsy Byars, *Never Tease a Weasel* by Jean Conder Soule, *Roll Over!* by Mordicai Gerstein, *Cloudy with a Chance of Meatballs* by Judi Barrett, *Excuse Me! Certainly* by Louis Slobodkin
- Unit 4—TE pp. 183 and 184: *The Berenstain Bears and the Sitter* by Stan and Jan Berenstain, *Alligator Arrived with Apples: A Potluck Alphabet Feast* by Crescent Dragonwagon, *Before We Eat: From Farm to Table* by Pat Brisson, *The Uncorker of Ocean Bottles* by Michelle Cuevas, *Over and Under the Pond* by Kate Messner
- Unit 5—TE pp. 245 and 246: *Baseball Ballerina* by Kathryn Cristaldi, *The Cow Who Wouldn't Come Down* by Paul Brett Johnson, *Too Much Noise* by Ann McGovern, *The Boy of the Three-Year Nap* by Dianne Snyder, *The Truth About the Moon* by Clayton Bess, *Good News* by Barbara Brenner, *My Great-Aunt Arizona* by Gloria M. Houston, *Watch the Stars Come Out* by Riki Levinson
- Unit 6—TE pp. 297 and 298: *Punctuation Celebration* by Elsa Knight Bruno, *Picture Day Perfection* by Deborah Diesen, *The Boy Who Loved Words* by Roni Schotter, *Officer Buckle and Gloria* by Peggy Rathmann, *Pete the Cat and the Treasure Map* by James Dean

#### LEVEL B/GRADE 2 DIGITAL RESOURCES\*

##### Decodable Library

- Consonants (Level K Pre-Decodable Texts/Take-Home Books/Lesson Plans)
- Short Vowels (Levels K Pre-Decodable Texts/Levels K–C Take-Home Books/Lesson Plans)
- Blends (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)

*continued*

\*Digital resources available at SadlierConnect.com

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

	<ul style="list-style-type: none"> <li>Consonant Digraphs (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)</li> <li>Long Vowels (Level K Take-Home Books/Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>r-Controlled Vowels (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>Complex Vowels and Diphthongs (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>Syllable Types (Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> </ul>
<p><b>2RF4a:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b><u>LEVEL B/GRADE 2 STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (grade-level text) <ul style="list-style-type: none"> <li>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</li> </ul> </li> <li>Decodable Passage (grade-level text) <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> <p><b><u>LEVEL B/GRADE 2 TEACHER'S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (chorally read grade-level text aloud) <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;</li> </ul> </li> </ul> <p><i>continued</i></p>

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

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 (chorally read passage to build oral reading fluency)
  - 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

#### Independent/Partner Work

- Build Fluency/Reread Connected Text and Write (reread 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

*continued*

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

#### Home-School Connection

- Build Fluency (read decodable passage orally to family at home)/Student Fluency Sentences (alternative oral reading exercise)
  - 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

#### LEVEL B/GRADE 2 DIGITAL RESOURCES\*

##### Assessment

- Formative Assessments
  - Fluency Assessment Guidance
- Formative Assessments Administration & Analyses
  - Cumulative Assessment–Fluency Check Expectations
- Assessment Administration Videos
  - Administering the Cumulative Fluency Check: Grade 2 (Dylan)
  - Administering the Cumulative Fluency Check: Grade 2 (Rocco)
  - Author Debrief of Cumulative Fluency Check: Grade 2 (Dylan)
  - Author Debrief of Cumulative Fluency Check: Grade 2 (Rocco)

##### Differentiation Supports

- Additional Routines
  - Teacher's Guide to Fluency
    - What Is Fluency?
      - Supporting Fluency Development—pp. 1–2
        - Phrasing
        - Expression and Intonation
        - Punctuation
        - Rate
        - Accuracy
      - A Note About *Student Fluency Sentences*—p. 3
  - From Fluency to Comprehension: Routines and Minilessons: Level B
    - Repeated Reading Fluency Routine
    - Fluency Minilessons (one minilesson per unit)
      1. Model Fluency (general introduction)/Assess Fluency (wcpm)

*continued*

\*Digital resources available at SadlierConnect.com

## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

2. Introduce the Repeated Reading Fluency Routine
3. Model Fluency: Intonation
4. Echo Read and Choral Read
5. Repeated Readings Chart
6. Oral Recitation
7. Model Fluency: Phrasing (using prepositions)
8. Phrase-Cued Text
9. Paired Repeated Readings
10. Repeated Readings Chart
11. Reader's Theater
12. Oral Recitation
13. Audiobook Modeling
14. Model Fluency: Intonation
15. Repeated Readings Chart/\*Assess Fluency (wcpm)
16. Model Fluency: Phrasing (using subjects/predicates)
17. Oral Reading Model
18. Oral Recitation Lesson
19. Model Fluency: Phrasing (using conjunctions)
20. Repeated Readings Chart
21. Model Fluency: Intonation
22. Model Fluency: Phrasing (using prepositions)
23. Reader's Theater
24. Oral Recitation Lesson
25. Repeated Readings Chart
26. Model Fluency: Phrasing (using subjects/predicates)
27. Oral Reading Model
28. Paired Repeated Reading
29. Phrase-Cued Text
30. \*Assess Fluency (wcpm)

#### Each Unit

- Each Unit
  - Student and Family Resources
    - Dear Family (letter)
    - Apreciada familia (letter in Spanish)
    - Student Fluency Sentences
      - 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.
  - Each Lesson
    - Cumulative Assessments
      - Fluency Check (each lesson)
      - Student Fluency Report (each unit)



## 2<sup>nd</sup> Grade Reading Standards: Foundational Skills | 2RF

2<sup>ND</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

### Fluency

**2RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **LEVEL B/GRADE 2 TEACHER'S EDITION**

##### **Read Connected Text**

- Connected Text (reread sentence with difficult word/use context—*Does the word make sense in the sentence?*—to confirm correct word or self-correct)
  - 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

##### **Read Connected Text**

- Decodable Passage (underline confusing words/reread sentence with unfamiliar word/use context to confirm correct word or self-correct)
  - 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