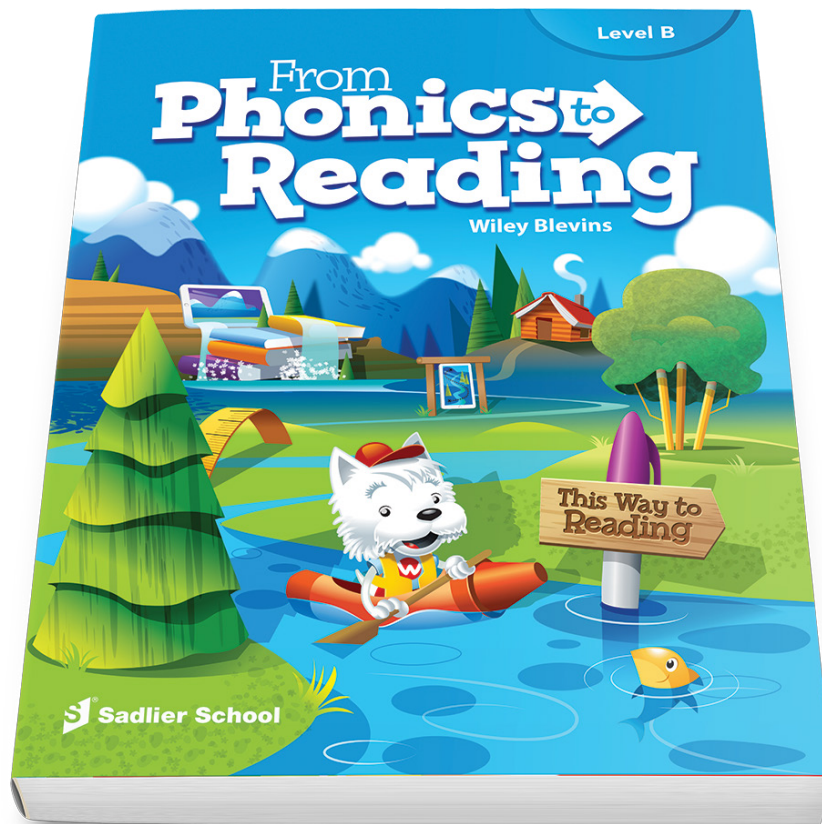


# *From Phonics to Reading*

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

**Grade 2**



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### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<b>RF1:</b> <i>There is not a grade 2 standard for this concept. Please see preceding grades for more information.</i>	

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<b>RF2:</b> <i>There is not a grade 2 standard for this concept. Please see preceding grades for more information.</i>	

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3a:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Introduction</b></p> <p><b>Short Vowels</b> (a, e/ea, i, o, u) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 9</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 9</p> <p><b>Long a</b> (a, ai, a_e, ay, ea, eigh) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 103</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 10, TE p. 103</p> <p><b>Long e</b> (e, e_e, ee, ea, y, ey, ie, ei) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 123</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 123</p> <p><b>Long i</b> (i, i_e, igh, y ie) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 143</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE p. 143</p> <p style="text-align: right;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3a:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction (cont.)</b></p> <p><b>Long o</b> (oa, ow, o_e, oe, o) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 153 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 153</p> <p><b>Long u</b> (u, u_e, ew, ue, iew) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 163 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 163</p> <p><b>Short oo and Long oo</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 247 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 247</p> <p><b>Learning Center</b></p> <p><b>Short Vowel Switch</b> Teacher’s Edition, Unit 1, Lesson 1, TE p. 10</p> <p><b>Word Sort (long a)</b> Teacher’s Edition, Unit 3, Lesson 10, TE p. 104</p> <p><b>Spin and Spell (long e)</b> Teacher’s Edition, Unit 3, Lesson 12, TE p. 124</p> <p><b>Match Five (long i)</b> Teacher’s Edition, Unit 3, Lesson 14, TE p. 144</p> <p><b>Spelling Patterns (long o)</b> Teacher’s Edition, Unit 3, Lesson 15, TE p. 154</p> <p><b>Five in a Row (long u)</b> Teacher’s Edition, Unit 3, Lesson 16, TE p. 164</p> <p><b>Spelling Patterns (short oo/long oo)</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 248</p> <p><b>Build Fluency</b> (underline short or long vowel spellings/read regularly spelled one-syllable words)</p> <p><b>Speed Drill: Short Vowels</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 11 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 11-12</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3a:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Build Fluency</b> (<i>cont.</i>) (underline short or long vowel spellings/read regularly spelled one-syllable words)</p> <p><b>Speed Drill: Long e</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125–126</p> <p><b>Speed Drill: Long i</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 145 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE pp. 145–146</p> <p><b>Speed Drill: Long o</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155–156</p> <p><b>Speed Drill: Long u</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 165 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE pp. 165–166</p> <p><b>Speed Drill: Short oo and Long oo</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 249 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE pp. 249–250</p> <p><b>Read Connected Text: Interact with the Text</b> (circle/box/underline words with short or long vowel spellings)</p> <p><b>“Ben’s Tips for Good Health”</b> (Short Vowels) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 12 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p><b>“Hay Bale Maze”</b> (Long a) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p><b>“Busy as a Beaver”</b> (Long e) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3a:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Interact with the Text</b> (<i>cont.</i>) (circle/box/underline words with short or long vowel spellings)</p> <p><b>“A Ride into the Wild”</b> (Long i) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 146 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 146</p> <p><b>“Scarecrow Joe”</b> (Long o) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <p><b>“A Few More Riddles!”</b> (Long u) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 166 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 166</p> <p><b>“More Riddles”</b> (Short oo and Long oo) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 250 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 250</p> <p><b>Word Sort</b> (sort words according to short or long vowel spelling)</p> <p><b>Sort It Out: Short Vowels</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 13 <b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p><b>Sort It Out: Long a</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 107 <b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 108</p> <p><b>Sort It Out: Long e</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 127 <b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 128</p> <p><b>Sort It Out: Long i</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 147 <b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 148</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3a:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Sort</b> (<i>cont.</i>) (sort words according to short or long vowel spelling)</p> <p><b>Sort It Out: Long o</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 157</p> <p><b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 158</p> <p><b>Sort It Out: Long u</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 167</p> <p><b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 168</p> <p><b>Sort It Out: Short oo and Long oo</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 251</p> <p><b>Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 252</p> <hr/> <p><b>Independent/Partner Work</b></p> <p><b>Sort Words</b> (repeat the closed sort activity)</p> <p>Teacher’s Edition, Unit 1, Lesson 1, TE p. 17            Teacher’s Edition, Unit 3, Lesson 10, TE p. 111            Teacher’s Edition, Unit 3, Lesson 12, TE p. 131            Teacher’s Edition, Unit 3, Lesson 14, TE p. 151            Teacher’s Edition, Unit 3, Lesson 15, TE p. 161            Teacher’s Edition, Unit 3, Lesson 16, TE p. 171            Teacher’s Edition, Unit 5, Lesson 24, TE p. 255</p> <hr/> <p style="text-align: center;"><b>INTERACTIVE PRACTICE BUNDLE</b></p> <p><b>Sound Wall</b></p> <p><b>Vowel Valley: Articulation Videos &amp; Vowel Sound Cards</b>            SadlierConnect.com, Level B, Sound Wall, Vowel Valley            Sound Wall Lesson Template</p> <p><b>Grapheme Wall &amp; Phoneme/Grapheme Cards</b>            (long vowels)            SadlierConnect.com, Level B, Sound Wall, Grapheme Wall            Sound Wall Lesson Template</p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3b:</b> Decode short and long vowel sounds in two-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Introduction</b></p> <p><b>Short Vowels</b> (a, e/ea, i, o, u) Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 9 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 9</p> <p><b>Long a</b> (a, ai, a_e, ay, ea, eigh) Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher's Edition, Unit 3, Lesson 10, SE/TE p. 103 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 10, TE p. 103</p> <p><b>Long e</b> (e, e_e, ee, ea, y, ey, ie, ei) Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 123 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 123</p> <p><b>Long i</b> (i, i_e, igh, y ie) Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 143 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE p. 143</p> <p><b>Long o</b> (oa, ow, o_e, oe, o) Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 153 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 153</p> <p style="text-align: right;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3b:</b> Decode short and long vowel sounds in two-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction (cont.)</b></p> <p><b>Long u</b> (u, u_e, ew, ue, iew) Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 163</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 163</p> <p><b>Short oo and Long oo</b> Blend it (two-syllable words): Transition to Longer Words/Challenge Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 247</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 247</p> <hr/> <p><b>Build Fluency</b></p> <p><b>Speed Drill: Long e</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125–126</p> <p><b>Speed Drill: Long i</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 145 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE pp. 145–146</p> <p><b>Speed Drill: Long o</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155–156</p> <p><b>Speed Drill: Long u</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 165 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE pp. 165–166</p> <p><b>Speed Drill: Short oo and Long oo</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 249 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE pp. 249–250</p> <p style="text-align: center;"><i>continued</i></p>



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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3b:</b> Decode short and long vowel sounds in two-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Interact with the Text</b> (decode short and long vowel sounds in two-syllable words)</p> <p><b>“Ben’s Tips for Good Health”</b> (Short Vowels) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 12 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p><b>“Hay Bale Maze”</b> (Long a) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p><b>“Busy as a Beaver”</b> (Long e) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p><b>“A Ride into the Wild”</b> (Long i) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 146 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 146</p> <p><b>“Scarecrow Joe”</b> (Long o) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <p><b>“A Few More Riddles!”</b> (Long u) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 166 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 166</p> <p><b>“More Riddles”</b> (Short oo and Long oo) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 250 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 250</p>
<p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3c:</b> Decode regularly spelled two-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p><b>Introduction</b></p> <p><b>Long a</b> Blend It: Transition to Longer Words (mailbox, painting, player) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 103 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 103</p> <p><b>Long e</b> Blend It: Transition to Longer Words (reread, weakness, mistreat) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 123</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3c:</b> Decode regularly spelled two-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction</b> (<i>cont.</i>)</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 123</p> <p><b>Vowel Team Syllables</b> Blend It: Transition to Longer Words (oatmeal, repaid, elbow) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 133</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 133</p> <p><b>Long o</b> Blend It: Transition to Longer Words (below, yellow, window) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 153</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 153</p> <p><b>Consonant + le Syllables</b> Blend It: Transition to Longer Words (fable, label, local) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 23, SE/TE p. 235</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 23, TE p. 235</p> <hr/> <p><b>Build Fluency</b> (read regularly spelled one- and two-syllable words)</p> <p><b>Speed Drill: Long a</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 105 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 105–106</p> <p><b>Speed Drill: Long e</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 125–126</p> <p><b>Speed Drill: Vowel Team Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 135 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 135–136</p> <p><b>Speed Drill: Long o</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 155–156</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3c:</b> Decode regularly spelled two-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Build Fluency</b> (<i>cont.</i>)</p> <p><b>Speed Drill: Consonant + le Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 23, SE/TE p. 237 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 23, TE pp. 237–238</p> <p><b>Read Connected Text</b></p> <p><b>“Hay Bale Maze”</b> (baseball, record, neighbor, money) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 106 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE p. 106</p> <p><b>“Busy as a Beaver”</b> (busy, beaver, complete, toasty, inside) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 126</p> <p><b>“Breakfast Time”</b> (breakfast, oatmeal, raisins, before, eating, ready) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 136 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 136</p> <p><b>“Scarecrow Joe”</b> (little, garden, pillows, away, scary) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE p. 156</p> <p><b>“A Silly Poem”</b> (noodle, wiggle, apple, paper, turkey, cricket) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 23, SE/TE p. 238 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 23, TE p. 238</p> <p><b>Word Sort</b> (read regularly spelled two-syllable words)</p> <p><b>Sort It Out: Vowel Team Syllables</b> (away, chimney, rainy, remain) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 137</p> <p><b>Word Sort: Open Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 137</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3c:</b> Decode regularly spelled two-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Sort (cont.)</b></p> <p><b>Sort It Out: Consonant + le Syllables</b> (angel, fable, legal, local, total) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 23, SE/TE p. 239</p> <p><b>Word Sort: Open Sort</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 23, TE p. 239</p> <p><b>Sort It Out: Vowel Team Syllables</b> (complain, enjoy, jewel, window) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 291</p> <p><b>Word Sort: Open Sort</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE pp. 291–292</p> <p><b>Sort It Out: Review Syllable Types</b> (baby, motor, needle, railroad, tiger) Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 303</p> <p><b>Word Sort: Open Sort</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE pp. 303–304</p> <p><b>Sort It Out: Final Stable Syllables</b> (action, future, nation, pressure, treasure, vision) Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE p. 313</p> <p><b>Word Sort: Open Sort</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE pp. 313–314</p> <hr/> <p><b>Read Connected Text: Decodable Passage</b></p> <p><b>“Nate, Don’t Be Late!”</b> (funny, going, quickly, backpack, neighbor, today) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 10, SE/TE p. 109</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 10, TE pp. 109–110</p> <p><b>“A Piece of Cheese”</b> (ceiling, hungry, downstairs, kitchen, hopped, babies) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 129</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 129–130</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3c:</b> Decode regularly spelled two-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Decodable Passage</b> (<i>cont.</i>)</p> <p><b>“Fireboats”</b> (houseboat, helper, designed, water, nozzles, seaside, city) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 139</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE pp. 139–140</p> <p><b>“A Show on the Road”</b> (driving, highway, slowed, yellow, started, heavy) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 15, SE/TE p. 159</p> <p><b>Read Connected Text: Decodable Passage</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 15, TE pp. 159–160</p> <hr/> <p style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Decodable Text</b></p> <p><b>“Rail Trails”</b> (travel, railway, taken, away, neighbors) Fluency Booster Practice Book, Lesson 10, p. 21</p> <p><b>“Rail Trails” Lesson Plan</b> SadlierConnect.com, Level B, Fluency Booster Teacher’s Component, Lessons 6–9, Lesson 8: Consonant Digraphs (sh, ch, tch, th), Decodable Text Lesson Plan</p> <p><b>“Ask Nurse Kitty”</b> (readers, expert, asking, myself, protects, sunburn, lizards) Fluency Booster Practice Book, Lesson 19, p. 39</p> <p><b>“Ask Nurse Kitty” Lesson Plan</b> SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 18–23, Lesson 19: r-Controlled /ûr,/ Decodable Text Lesson Plan</p> <p><b>“Poison Ivy”</b> (pretty, harmful, ointment, better, doctor, away) Fluency Booster Practice Book, Lesson 26, p. 53</p> <p><b>“Poison Ivy” Lesson Plan</b> SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24–28, Lesson 26: Diphthong /oi/, Decodable Text Lesson Plan,</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3c:</b> Decode regularly spelled two-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Partner Reading</b></p> <p><b>Partner Reading 5: “Fishing in the Rain”</b> Consonant Digraphs (wh, ph, ng, nk); Long a (inside, fishing, penny, magnet) Fluency Booster Practice Book, p. 75</p> <p><b>Partner Reading 9: “The Alpaca Farm”</b> Consonant + le Syllables; r-Controlled /är/ (farmer, greeted, related, grassy, looked, gentle, barnyard) Fluency Booster Practice Book, p. 83</p> <p><b>Partner Reading 15: “Hurray for Honey”</b> Review Syllable Types; Final Stable Syllables (yellow, honey, laying, portion, pancakes, spoonful, wonder) Fluency Booster Practice Book, p. 95</p>
<p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3d:</b> Recognize and identify root words and common suffixes and prefixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p><b>Word Study/Morphology</b></p> <p><b>“Reading Big Words” Strategy</b> (look for prefixes, suffixes, and base word/blend word parts) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 26</p> <p><b>Word Study/Morphology: “Reading Big Words” Strategy</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 26</p> <p><b>Prefixes (un-, re-, dis-)</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 170</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 170</p> <p><b>Suffixes (-ful, -less, -y, -ly)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 254</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 254</p> <p><b>Prefixes (un-, re-, dis-, pre-, mis-)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 274</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 274</p> <p><b>More Related Words</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE p. 316</p> <p><b>Word Study/Morphology: More Related Words</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 316</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3d:</b> Recognize and identify root words and common suffixes and prefixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Sound-Spelling and Word Study/Morphology</b></p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Teacher’s Edition, Unit 3, Lesson 16, TE p. 171</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 255</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 275</p> <p><b>Word Study/Morphology: More Related Words</b> (prefixes and suffixes) Teacher’s Edition, Unit 6, Lesson 30, TE p. 316</p> <hr/> <p><b>Read Connected Text</b></p> <p><b>“A Few More Riddles!”</b> (discard, reuse, unfold) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 16, SE/TE p. 166 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 16, TE p. 166</p> <p><b>“More Riddles”</b> (extremely) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 250 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 250</p> <p><b>“Toy Drive!”</b> (unused, disrepair, remake) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <hr/> <p><b>Sound-Spelling and Word Study/Morphology</b></p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-)</b> Teacher’s Edition, Unit 3, Lesson 16, TE p. 171</p> <p><b>Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 255</p> <p><b>Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-)</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 275</p> <p><b>Word Study/Morphology: More Related Words</b> (prefixes and suffixes) Teacher’s Edition, Unit 6, Lesson 30, TE p. 316</p> <hr/> <p><b>End-of-Book Resources</b></p> <p><b>“Reading Big Words” Strategy</b> (look for prefixes and suffixes) Teacher’s Edition, TE p. T332</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3d:</b> Recognize and identify root words and common suffixes and prefixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Decodable Text</b></p> <p><b>“The Computer Chat”</b> (unmute, retell, disconnect) Fluency Booster Practice Book, Lesson 16, p. 33 <b>“The Computer Chat” Lesson Plan</b> SadlierConnect.com, Level B, Fluency Booster Teacher’s Component, Lessons 10-14, Lesson 16: Long u, Decodable Text Lesson Plan</p> <p><b>“Soup!”</b> (spoonful, gladly, snowy, endless) Fluency Booster Practice Book, Lesson 24, p. 49 <b>“Soup!” Lesson Plan</b> SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Lesson 24: Short oo and Long oo, Decodable Text Lesson Plan</p> <p><b>“Poison Ivy”</b> (misleading, harmful, disappear) Fluency Booster Practice Book, Lesson 26, p. 53 <b>“Poison Ivy” Lesson Plan</b> SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/, Decodable Text Lesson Plan</p> <hr/> <p style="text-align: center;"><b>INTERACTIVE PRACTICE BUNDLE</b></p> <p style="text-align: center;"><i>Prefixes</i></p> <p><b>Decodable Library</b></p> <p><b>Interact with the Text: “Packing for a Trip”</b> (pregame, reschedule, unable)</p> <p><b>Decodable Passage: “Crow and the Pitcher”</b> (disagreed, retry, unhappy) SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Prefixes, Level C— dis-, un-, pre-, re-</p> <p><b>Lesson Plan: “Packing for a Trip”/“Crow and the Pitcher”</b> SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Prefixes, Level C— dis-, un-, pre-, re-</p> <p><b>Interact with the Text: “The Unbelievable Woolly Bear”</b> (inactive, impossible, nonstop)</p> <p><b>Decodable Passage: “Inventions”</b> (imperfect, misfortune, submarines) SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Prefixes, Level C— im-, in-, non-</p> <p style="text-align: center;"><i>continued</i></p>



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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3d:</b> Recognize and identify root words and common suffixes and prefixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Library</b> (<i>cont.</i>)</p> <p><b>Lesson Plan: “The Unbelievable Woolly Bear”/“Inventions”</b> SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Prefixes, Level C— im-, in-, non-</p> <p><b>Interact with the Text: “The Unbelievable Woolly Bear”</b> (inactive, impossible, nonstop)</p> <p><b>Decodable Passage: “Inventions”</b> (imperfect, misfortune, submarines) SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Prefixes, Level C— im-, in-, non-</p> <p><b>Lesson Plan: “The Unbelievable Woolly Bear”/“Inventions”</b> SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Prefixes, Level C— im-, in-, non-</p> <p style="text-align: center;"><b>Suffixes</b></p> <p><b>Decodable Library</b></p> <p><b>Interact with the Text: “What Will I Be?”</b> (actor, diver, teacher)</p> <p><b>Decodable Passage: “The Class Play”</b> (diver, farmer, sailor) SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Suffixes, Level C— -er, -or</p> <p><b>Lesson Plan: “What Will I Be?”/“The Class Play”</b> SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Suffixes, Level C— -er, -or</p> <p><b>Interact with the Text: “Join Our Walking School Bus!”</b> (careful, fearless, safely)</p> <p><b>Decodable Passage: “The International Space Station”</b> (harmful, nearly, weightless) SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Suffixes, Level C— -ful, -less, -y, -ly</p> <p><b>Lesson Plan: “What Will I Be?”/“The Class Play”</b> SadlierConnect.com, Level B, Decodable Library, Word Study Skills, Suffixes, Level C— -ful, -less, -y, -ly</p>
<p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3e:</b> Read all common high-frequency words by sight.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>High-Frequency Words</b></p> <p><b>Read-Spell-Write</b> (all, come, open, today) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 40 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 40</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3e:</b> Read all common high-frequency words by sight.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>High-Frequency Words</b> (<i>cont.</i>)</p> <p><b>Read-Spell-Write</b> (another, white, draw, about, five) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 92 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 92</p> <p><b>Read-Spell-Write</b> (been, done, one, even, different) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 134 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 134</p> <p><b>Read-Spell-Write</b> (people, warm, wash, call, very) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 288 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 288</p> <hr/> <p><b>High-Frequency Words</b></p> <p><b>Review/Extend</b> Teacher’s Edition, Unit 1, Lesson 4, TE p. 41 Teacher’s Edition: Unit 2, Lesson 9, TE p. 93 Teacher’s Edition: Unit 3, Lesson 13, SE/TE p. 135 Teacher’s Edition: Unit 5, Lesson 28, SE/TE p. 289</p> <hr/> <p><b>Read Connected Text</b></p> <p><b>“Off on a Trip”</b> (come, open, things, all) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 42 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 42</p> <p><b>“Whale Watching”</b> (another, about) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 94 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 94</p> <p><b>“Breakfast Time”</b> (different, done, one, even) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 136 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 136</p> <p><b>“The Dog Wash”</b> (call, wash, warm) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 28, SE/TE p. 290 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 28, TE p. 290</p> <p style="text-align: center;"><i>continued</i></p>

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### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF3:</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>2RF3e:</b> Read all common high-frequency words by sight.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>High-Frequency Words</b> <b>Review</b> (chorally read each word) Teacher’s Edition: Unit 1, Lesson 4, TE pp. 43, 47 Teacher’s Edition: Unit 2, Lesson 9, TE pp. 95, 99 Teacher’s Edition: Unit 3, Lesson 13, TE pp. 137, 141 Teacher’s Edition: Unit 5, Lesson 28, TE pp. 291, 295</p> <p><b>High-Frequency Word List</b> <b>Level B</b> SadlierConnect.com, Level B, Overview, High-Frequency Words</p> <p><b>Decodable High-Frequency Words</b> (listed by Phonics Skill, Simple Words, Complex Words, and Multisyllabic Words) SadlierConnect.com, Level B, Overview, High-Frequency Words</p> <p><b>Irregular High-Frequency Words</b> (grouped alphabetically) SadlierConnect.com, Level B, Overview, High-Frequency Words</p> <p><b>High-Impact Routine: High-Frequency Words</b> (video) SadlierConnect.com, Level B, Professional Development, High-Impact Routines by Wiley Blevins</p>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p><b>2RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><b>2RF4a:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Read Connected Text</b> <b>“Yarn from Sheep’s Wool”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 84</p> <p><b>Read Connected Text</b> (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 84</p> <p style="text-align: center;"><i>continued</i></p>

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### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><b>2RF4a:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text (cont.)</b></p> <p><b>“A Laughing Game”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p><b>Read Connected Text</b> (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 198</p> <p><b>“Toy Drive!”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p> <p><b>Read Connected Text</b> (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <hr/> <p><b>Independent/Partner Work</b></p> <p><b>Reread Connected Text and Write</b> (reread text aloud with partners) Teacher’s Edition, Unit 2, Lesson 8, TE p. 84 Teacher’s Edition, Unit 4, Lesson 19, TE p. 198 Teacher’s Edition, Unit 5, Lesson 26, TE p. 270</p> <p><b>Build Fluency</b> (reread decodable passages aloud with partners) Teacher’s Edition, Unit 2, Lesson 8, TE pp. 85, 89 Teacher’s Edition, Unit 4, Lesson 19, TE pp. 199, 203 Teacher’s Edition, Unit 5, Lesson 26, TE pp. 271, 275</p> <hr/> <p><b>Read Connected Text: Decodable Passage</b></p> <p><b>“A Horse’s Tail”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 87</p> <p><b>Read Connected Text: Decodable Passage</b> (read independently then chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p><b>“Escape from Danger”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 201</p> <p><b>Read Connected Text: Decodable Passage</b> (read independently then chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201– 202</p> <p style="text-align: center;"><i>continued</i></p>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><b>2RF4a:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Decodable Passage</b> (<i>cont.</i>)</p> <p><b>“The Compost Heap”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE p. 201</p> <p><b>Read Connected Text: Decodable Passage</b> (read independently then chorally read the decodable passage to build oral reading fluency) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273–274</p> <hr/> <p><b>Home-School Connection</b></p> <p><b>Build Fluency</b> (have children reread decodable passages aloud with family members/practice rereading the five Student Fluency Sentences to build fluency) Teacher’s Edition, Unit 2, Lesson 8, TE p. 87 Teacher’s Edition, Unit 4, Lesson 19, TE p. 201 Teacher’s Edition, Unit 5, Lesson 26, TE p. 273</p> <hr/> <p><b>Independent/Partner Work</b></p> <p><b>Build Fluency</b> (reread previous stories) Teacher’s Edition, Unit 2, Lesson 8, TE p. 89 Teacher’s Edition, Unit 4, Lesson 19, TE p. 203 Teacher’s Edition, Unit 5, Lesson 26, TE p. 275</p> <hr/> <p style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Decodable Text</b></p> <p><b>“How to Care for a Chick”</b> Fluency Booster Practice Book, Lesson 8, p. 17</p> <p><b>“How to Care for a Chick” Lesson Plan</b> (whisper-read/do a choral read/partners reread the text) SadlierConnect.com, Level B, Fluency Booster Teacher’s Component, Lessons 6-9, Lesson 8: Consonant Digraphs (sh, ch, tch, th), Decodable Text Lesson Plan</p> <p><b>“Ask Nurse Kitty”</b> Fluency Booster Practice Book, Lesson 19, p. 39</p> <p><b>“Ask Nurse Kitty” Lesson Plan</b> (whisper-read/do a choral read/partners reread the text) SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 18-23, Lesson 19: r-Controlled /ûr,/ Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><b>2RF4a:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Text</b> (<i>cont.</i>)</p> <p><b>“Poison Ivy”</b> Fluency Booster Practice Book, Lesson 26, p. 53 <b>“Poison Ivy” Lesson Plan</b> (whisper-read/do a choral read/partners reread the text) SadlierConnect.com, Level B, Fluency Booster Practice Book, Lessons 24-28, Lesson 26: Diphthong /oi/, Decodable Text Lesson Plan</p> <p><b>Partner Reading</b></p> <p><b>Partner Reading 5: “Fishing in the Rain”</b> Consonant Digraphs (wh, ph, ng, nk); Long a (inside, fishing, penny, magnet) Fluency Booster Practice Book, p. 75</p> <p><b>Partner Reading 9: “The Alpaca Farm”</b> Consonant + le Syllables; r-Controlled /är/ (farmer, greeted, related, grassy, looked, gentle, barnyard) Fluency Booster Practice Book, p. 83</p> <p><b>Partner Reading 15: “Hurray for Honey”</b> Review Syllable Types; Final Stable Syllables (yellow, honey, laying, portion, pancakes, spoonful, wonder) Fluency Booster Practice Book, p. 95</p> <p><b>Fluency Practice</b> (includes Progress Check/record up to five readings)</p> <p><b>Fluency Practice 1</b> <b>Fluency Practice 2</b> <b>Fluency Practice 3</b> <b>Fluency Practice 4</b> Fluency Booster Practice Book, pp. 63–66 SadlierConnect.com, Level B, Fluency Booster Practice Book, Fluency Practice</p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Student Fluency Sentences</b> (build fluency through frequent, repeated readings of sentences containing words with lesson target skills) SadlierConnect.com, Level B, Unit 1 SadlierConnect.com, Level B, Unit 4 SadlierConnect.com, Level B, Unit 6</p> <p><b>Teacher’s Guide to Fluency</b> <b>Supporting Fluency Development</b> Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level B, Differentiation Supports, Additional Routines</p>

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

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p><b>2RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><b>2RF4b:</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Introduction</b></p> <p><b>Consonant Digraphs</b> Blend It: Reading in Context (context sentences) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 81</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 81</p> <p><b>r-Controlled Vowel /ûr/</b> Blend It: Reading in Context (context sentences) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 195</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 195</p> <p><b>Diphthong /oi/</b> Blend It: Reading in Context (context sentences) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 267</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 26, TE p. 267</p> <p><b>High-Frequency Words</b></p> <p><b>Read-Spell-Write</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 82</p> <p><b>Read</b> (underline word in a context sentence) Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 82 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 196</p> <p><b>Read</b> (underline word in a context sentence) Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 196 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 268</p> <p><b>Read</b> (underline word in a context sentence) Lesson Plan: Teacher's Edition, Unit 5, Lesson 26, TE p. 268</p> <p><b>Read Connected Text</b></p> <p><b>"Yarn from Sheep's Wool"</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 84</p> <p><b>Read Connected Text: Connected Text</b> (use context to determine or confirm the meaning of unknown words) Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 84</p> <p style="text-align: right;"><i>continued</i></p>

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FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>2RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><b>2RF4b:</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text (cont.)</b></p> <p><b>“A Laughing Game”</b>  <b>Read Connected Text: Connected Text</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198                      (use context to determine or confirm the meaning of unknown words)                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 198</p> <p><b>“Toy Drive!”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270  <b>Read Connected Text: Connected Text</b>                      (use context to determine or confirm the meaning of unknown words)                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 270</p> <hr/> <p><b>Read Connected Text: Decodable Passage</b></p> <p><b>“A Horse’s Tail”</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 87  <b>Read Connected Text: Decodable Passage</b>                      (use context to determine or confirm the meaning of unknown words)                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE pp. 87–88</p> <p><b>“Escape from Danger”</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 201  <b>Read Connected Text: Decodable Passage</b>                      (use context to determine or confirm the meaning of unknown words)                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE pp. 201– 202</p> <p><b>“The Compost Heap”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 273  <b>Read Connected Text: Decodable Passage</b>                      (use context to determine or confirm the meaning of unknown words)                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE pp. 273–274</p>