



Grade 2

Houghton Mifflin Harcourt's *Into Reading*

Correlation to

Sadlier's

From Phonics to Reading

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UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS

Lesson 1 Target Skill: Short Vowels

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 1 Target Skill: Short Vowels (a, e/ea, i, o, u)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 11 <p>Read Connected Text</p> <p>“Ben’s Tips for Good Health”</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 12 <p>“The Big Log”</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 15/TE pp. 15-16 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 18 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 13/TE pp. 13-14 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 14 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 17 	<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 1 Target Skill: Short Vowels</p> <p>“At the Cat Café”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 1, p. 3 <p>Partner Reading 1</p> <p>“The Ox and the Frogs” (Short Vowels; Closed Syllables)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 67 	<p><i>Decodable Library: Short Vowels</i></p> <p><i>Short Vowel Review</i></p> <p>LEVEL A</p> <p>“Lots of Fun”</p> <p>“Ned and Hal”</p> <p>LEVEL B</p> <p>“The Big Log”</p> <p>“At the Cat Cafe”</p> <p>LEVEL C</p> <p>“Back to School”</p> <p>“Camels”</p> <p><i>Sound Wall</i></p> <p>Vowel Valley</p> <p>Articulation Videos & Vowel Sound Cards</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Short Vowels)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 1 WEEK 1/WEEK 2</p> <ul style="list-style-type: none"> Short a, i <p>MODULE 1 WEEK 2</p> <ul style="list-style-type: none"> Short o, u, e

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UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS

Lesson 2 Target Skill: Closed Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 2 Target Skill: Closed Syllables</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 19 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 21 <p>Read Connected Text</p> <p>“The Joke Book”</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 22 <p>“A Nutty Picnic”</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 25/TE pp. 25–26 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 28 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 23/TE pp. 23–24 <p>Word Building: Syllable Building</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 27 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 27 	<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 2 Target Skill: Closed Syllables</p> <p>“The Rocket Contest”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 2, p. 5 <p>Partner Reading 1</p> <p>“The Ox and the Frogs” (Short Vowels; Closed Syllables)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 67 	<p><i>Decodable Library: Syllable Types</i></p> <p><i>Closed Syllables</i></p> <p>LEVEL B</p> <p>“A Nutty Picnic”</p> <p>“The Rocket Contest”</p> <p>LEVEL C</p> <p>“The Monster Pumpkin”</p> <p>“Rabbit Facts”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Syllable Types)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 3 WEEK 1</p> <ul style="list-style-type: none"> Closed Syllables <p>MODULE 10/WEEK 2</p> <ul style="list-style-type: none"> Open and Closed Syllables

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UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS

Lesson 3 Target Skill: Consonant + le Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 3 Target Skill: Consonant + le Syllables</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 29 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 31 <p>Read Connected Text</p> <p>“A Happy Baby”</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 32 <p>“Riddle Time”</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE p. 35/TE pp. 35–36 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 38 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE p. 33/TE pp. 33–34 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 37 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 37 	<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 3 Target Skill: Consonant + le Syllables</p> <p>“Maple Trees”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 3, p. 7 <p>Partner Reading 2</p> <p>“A Family Trip” (Consonant + le Syllables; l-Blends, r-Blends, s-Blends)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 69 	<p><i>Decodable Library: Consonant + le Syllables</i></p> <p><i>Consonant + le Syllables</i></p> <p>LEVEL B</p> <p>“Riddle Time!”</p> <p>“Maple Trees”</p> <p>“At the Stable”</p> <p>“Talent Show”</p> <p>“Watching Birds”</p> <p>“The Baking Show”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Connect It</p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Syllable Types)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 9 WEEK 3</p> <ul style="list-style-type: none"> Consonant + le

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UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS

Lesson 4 Target Skill: I-Blends, r-Blends, s-Blends

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 4 Target Skill: I-Blends, r-Blends, s-Blends</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 39 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 41 <p>Read Connected Text</p> <p>“Off on a Trip”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 42 <p>“Block Party!”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 45/TE pp. 45–46 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 48 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 43/TE pp. 43–44 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 47 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 47 	<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 4 Target Skill: I-Blends, r-Blends, s-Blends</p> <p>“Drip, Drop”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 4, p. 9 <p>Partner Reading 2</p> <p>“A Family Trip” (Consonant + le Syllables; I-Blends, r-Blends, s-Blends)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 69 	<p><i>Decodable Library: Blends</i></p> <p><i>s-Blends</i></p> <p>LEVEL A</p> <p>“The Best Snack” “Skunks”</p> <p>LEVEL B</p> <p>“Block Party!” “Drip, Drop”</p> <p><i>r-Blends</i></p> <p>LEVEL A</p> <p>“Brad and Trent” “The Three Hens”</p> <p>LEVEL B</p> <p>“Block Party!” “Drip, Drop”</p> <p><i>I-Blends</i></p> <p>LEVEL A</p> <p>“What Are These Things?” “Things on My Block”</p> <p>LEVEL B</p> <p>“Block Party!” “Drip, Drop”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Syllable Types)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 2 WEEK 3</p> <ul style="list-style-type: none"> Initial Blends with l, r, s

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UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS

Lesson 5 Target Skill: Final Blends

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 5 Target Skill: Final Blends (ct, ft, lk, lp, lt, mp, nd, nt, pt, sk, sp, st)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 49 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 51 <p>Read Connected Text</p> <p>“Want More Riddles?”</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 52 <p>“Dear Grandma”</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 55/TE pp. 55–56 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 58 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 53/TE pp. 53–54 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 57 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 57 	<p>UNIT 1 REVIEW SHORT VOWELS AND CONSONANT BLENDS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 5 Target Skill: Final Blends</p> <p>“Our Best Riddles”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 5, p. 11 <p>Partner Reading 3</p> <p>“A Nice Lunch”</p> <p>(Final Blends; Final e)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 17 	<p><i>Decodable Library: Blends</i></p> <p><i>Final Blends</i></p> <p>LEVEL B</p> <p>“Dear Grandma”</p> <p>“Our Best Riddles”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 3 WEEK 1</p> <ul style="list-style-type: none"> Final Blends

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UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS

Lesson 6 Target Skill: Final e

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Lesson 6 Target Skill: Final e (a_e, e_e, i_e, o_e, u_e)</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 6, SE/TE p. 61 Build Fluency: Speed Drill • Unit 2, Lesson 6, SE/TE p. 63 Read Connected Text “Pine Cones” • Unit 2, Lesson 6, SE/TE p. 64 “A Place in Space” • Unit 2, Lesson 6, SE p. 67/TE pp. 67–68 Cumulative Assessment: Fluency Check • Unit 2, Lesson 6, SE/TE p. 70 SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 6, SE p. 65/TE pp. 65–66 Word Building: Make New Words • Unit 2, Lesson 6, SE/TE p. 69 Writing Extension: Write About It • Unit 2, Lesson 6, SE/TE p. 69</p>	<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 6 Target Skill: Final e “Fun and Games” • Fluency Booster Practice Book, Lesson 6, p. 13 Partner Reading 3 “A Nice Lunch” (Final Blends; Final e) • Fluency Booster Practice Book, p. 71</p>	<p><i>Decodable Library: Final e</i> <i>Final e (a_e)</i> LEVEL K “The Hat” “Same for Sam” <i>Final e (o_e, i_e)</i> LEVEL K “The Bike Ride” “Kites” <i>Final e (o_e, i_e)</i> LEVEL K “The Bike Ride” “Kites” <i>Final e (a_e, i_e)</i> LEVEL A “The Big Race” “Ice Is Nice” <i>Final e (o_e, u_e, e_e)</i> LEVEL A “Let’s Bake a Cake” “Pete’s Note” <i>Final e (a_e, i_e, o_e, u_e, e_e)</i> LEVEL B “A Place in Space” “Fun and Games” <i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 1 WEEK 3 • Long a, i (VCe) MODULE 2 WEEK 1 • Long o, e, u (CV, VCe) MODULE 2 WEEK 2 • Short and Long Vowels (CVC, VCe) (tap/tape, fin/fine, cap/cape) MODULE 11 WEEK 3 • Final e Syllables</p>

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UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS

Lesson 7 Target Skill: Final e Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Lesson 7 Target Skill: Final e</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 7, SE/TE p. 71 Build Fluency: Speed Drill • Unit 2, Lesson 7, SE/TE p. 73 Read Connected Text “Surprise Party!” • Unit 2, Lesson 7, SE/TE p. 74 “A Place for Wildlife” • Unit 2, Lesson 7, SE p. 77/TE pp. 77-78 Cumulative Assessment: Fluency Check • Unit 2, Lesson 7, SE/TE p. 80 SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 7, SE p. 75/TE pp. 75-76 Word Building: Syllable Building • Unit 2, Lesson 7, SE/TE p. 79 Writing Extension: Write About It • Unit 2, Lesson 7, SE/TE p. 79</p>	<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 7 Target Skill: Final e Syllables “At the Lakeside” • Fluency Booster Practice Book, Lesson 7, p. 15 Partner Reading 4 “Cupcake the Snake” (Final e Syllables; Consonant Digraphs (sh, ch, tch, th)) • Fluency Booster Practice Book, p. 73</p>	<p><i>Decodable Library: Final e</i> <i>Final e (a_e)</i> LEVEL K “The Hat” “Same for Sam” <i>Final e (o_e, i_e)</i> LEVEL K “The Bike Ride” “Kites” <i>Final e (o_e, i_e)</i> LEVEL K “The Bike Ride” “Kites” <i>Final e (a_e, i_e)</i> LEVEL A “The Big Race” “Ice Is Nice” <i>Final e (o_e, u_e, e_e)</i> LEVEL A “Let’s Bake a Cake” “Pete’s Note” <i>Final e (a_e, i_e, o_e, u_e, e_e)</i> LEVEL B “A Place in Space” “Fun and Games” <i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Final e) • Formative Assessments</p>	<p>MODULE 11 WEEK 3 • Final e Syllables</p>

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UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS

Lesson 8 Target Skill: Consonant Digraphs (sh, ch, tch, th)

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS Lesson 8 Target Skill: Consonant Digraphs (sh, ch, tch, th)</p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 81 Build Fluency: Speed Drill <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 83 Read Connected Text “Yarn from Sheep’s Wool” <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 84 “A Horse’s Tail” <ul style="list-style-type: none"> Unit 2, Lesson 8, SE p. 87/TE pp. 87–88 Cumulative Assessment: Fluency Check <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 90 SPELLING/ENCODING Word Sort: Sort It Out <ul style="list-style-type: none"> Unit 2, Lesson 8, SE p. 85/TE pp. 85–86 Word Building: Make New Words <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 89 Writing Extension: Write About It <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 89 </p>	<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS Decodable Texts Lesson 8 Target Skill: Consonant Digraphs (sh, ch, tch, th) “How to Care for a Chick” <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 8, p. 17 Partner Reading 4 “Cupcake the Snake” (Final e Syllables; Consonant Digraphs (sh, ch, tch, th)) <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 73 </p>	<p><i>Decodable Library: Consonant Digraphs</i></p> <p>Consonant Digraphs (sh, th)</p> <p>LEVEL A “Beths Wish” “The Big Wish”</p> <p>Consonant Digraphs (ch, tch, wh)</p> <p>LEVEL A “What Is for Lunch?” “Will We Win?”</p> <p>Consonant Digraphs (sh, ch, tch, th)</p> <p>LEVEL B “A Horses Tail” “How to Care for a Chick”</p> <p>Consonant Digraphs (ng, nk)</p> <p>LEVEL A “The Kings Song” “Things with Wings”</p> <p>Consonant Digraphs (wh, ph, ng, nk)</p> <p>LEVEL B “A Year of Seasons” “Humpback Whales”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p>Assessment Comprehensive Phonics Survey <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments Reading Observation Form (Digraphs) <ul style="list-style-type: none"> Formative Assessments </p>	<p>MODULE 3 WEEK 3 <ul style="list-style-type: none"> Consonant Digraphs </p>

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UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS

Lesson 9 Target Skill: Consonant Digraphs (wh, ph, ng, nk)

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Lesson 9 Target Skill:</i> Consonant Digraphs (wh, ph, ng, nk) READING/DECODING Introduction: Learn and Blend/ Blend It <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 91 Build Fluency: Speed Drill <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 93 Read Connected Text “Whale Watching” <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 94 “A Year of Seasons” <ul style="list-style-type: none"> Unit 2, Lesson 9, SE p. 97/TE pp. 97–98 Cumulative Assessment: Fluency Check <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 100 SPELLING/ENCODING Word Sort: Sort It Out <ul style="list-style-type: none"> Unit 2, Lesson 9, SE p. 95/TE pp. 95–96 Word Building: Make New Words <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 99 Writing Extension: Write About It <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 99 </p>	<p>UNIT 2 REVIEW FINAL E AND CONSONANT DIGRAPHS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 9 Target Skill: Consonant Digraphs (wh, ph, ng, nk) “Humpback Whales” <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 9, p. 19 Partner Reading 5 “Fishing in the Rain” (Consonant Digraphs (wh, ph, ng, nk); Long a) <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 75 </p>	<p><i>Decodable Library: Consonant Digraphs</i> Consonant Digraphs (sh, th) LEVEL A “Beths Wish” “The Big Wish” Consonant Digraphs (ng, nk) LEVEL A “The Kings Song” “Things with Wings” Consonant Digraphs (wh, ph, ng, nk) LEVEL B “A Year of Seasons” “Humpback Whales” <i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments Reading Observation Form (Digraphs) <ul style="list-style-type: none"> Formative Assessments </p>	<p>MODULE 3 WEEK 3 <ul style="list-style-type: none"> Consonant Digraphs </p>

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 10 Target Skill: Long a

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 10 Target Skill: Long a (a, ai, a_e, ay, ea, eigh)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 103 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 105 <p>Read Connected Text</p> <p>“Hay Bale Maze”</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 106 <p>“Nate, Don’t Be Late!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE p. 109/TE pp. 109–110 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 112 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE p. 107/TE pp. 107–108 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 111 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 10, SE/TE p. 111 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 10 Target Skill: Long a</p> <p>“Rail Trails”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 10, p. 21 <p>Partner Reading 5</p> <p>“Fishing in the Rain” (Consonant Digraphs (wh, ph, ng, nk); Long a)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 75 	<p><i>Decodable Library: Long Vowels</i></p> <p><i>Long a (ai, ay)</i></p> <p>LEVEL A</p> <p>“My Big Trip”</p> <p>“Snail Mail”</p> <p><i>Long a (a, ai, ay, a_e, ea, eigh)</i></p> <p>LEVEL B</p> <p>“Nate, Don’t Be Late!”</p> <p>“Rail Trails”</p> <p><i>Long a (a, ai, ay, a_e, ea, ei, eigh)</i></p> <p>LEVEL C</p> <p>“State Fair”</p> <p>“Dragon Boats”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Long Vowels)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 4 WEEK 2</p> <ul style="list-style-type: none"> Long a Patterns

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 11 Target Skill: Open Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 11 Target Skill: Open Syllables</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 113 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 115 <p>Read Connected Text</p> <p>“Would You Like?”</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 116 <p>“Animals on the Go”</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE p. 119/TE pp. 119–120 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 122 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE p. 117/TE pp. 117–118 <p>Word Building: Syllable Building</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 121 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 121 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 11 Target Skill: Open Syllables</p> <p>“The Robot”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 11, p. 23 <p>Partner Reading 6</p> <p>“The Secrets of Seeds” (Open Syllables; Long e)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 77 	<p><i>Decodable Library: Syllable Types</i></p> <p><i>Open Syllables</i></p> <p>LEVEL B</p> <p>“Animals on the Go”</p> <p>“The Robot”</p> <p>LEVEL C</p> <p>“Coding Camp for Kids!”</p> <p>“Our Planets Poster”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Syllable Types)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 10 WEEK 2</p> <ul style="list-style-type: none"> Open and Closed Syllables

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 12 Target Skill: Long e

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 12 Target Skill: Long e (e, e_e, ee, ea, y, ey, ie, ei)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 123 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 125 <p>Read Connected Text</p> <p>“Buying as a Beaver”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 126 <p>“A Piece of Cheese”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE p. 129/TE pp. 129–130 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 132 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE p. 127/TE pp. 127–128 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 131 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 131 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 12 Target Skill: Long e</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 12, p. 25 <p>Partner Reading 6</p> <p>“The Secrets of Seeds” (Open Syllables; Long e)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 77 	<p><i>Decodable Library: Long Vowels</i></p> <p><i>Long e (ee, ea)</i></p> <p>LEVEL A</p> <p>“The Seaside”</p> <p>“In the Sea”</p> <p><i>Long e (e, e_e, ee, ea, y, ey, ie, ei)</i></p> <p>LEVEL B</p> <p>“Nate, Don’t Be Late!”</p> <p>“Rail Trails”</p> <p><i>Long e (e, e_e, ee, ea, y, ey, ie, ei)</i></p> <p>LEVEL C</p> <p>“Brain Teasers”</p> <p>“Beekeeping”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Connect It</p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Long Vowels)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 2 WEEK 1</p> <ul style="list-style-type: none"> Long o, e, u (CV, VCe) <p>MODULE 4 WEEK 3</p> <ul style="list-style-type: none"> Long e, Short e Patterns <p>MODULE 10 WEEK 3</p> <ul style="list-style-type: none"> Long a (ei, ey) and e (y, ey)

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 13 Target Skill: Vowel Team Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 13 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 133 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 135 <p>Read Connected Text</p> <p>“Breakfast Time”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 136 <p>“Fireboats”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE p. 139/TE pp. 139–140 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 142 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE p. 137/TE pp. 137–138 <p>Word Building: Syllable Building</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 141 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 141 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 13 Target Skill: Vowel Team Syllables</p> <p>“By the Seacoast”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 13, p. 27 <p>Partner Reading 7</p> <p>“Night Lights” (Vowel Team Syllables; Long i)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 79 	<p><i>Decodable Library: Syllable Types</i></p> <p><i>Vowel Team Syllables</i></p> <p>LEVEL B</p> <p>“Fireboats”</p> <p>“By the Seacoast”</p> <p>“The Mural”</p> <p>“Hot Air Balloons”</p> <p>LEVEL C</p> <p>“Cow? Doe? Goat? Guess!”</p> <p>“Noisy Monkeys”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Syllable Types)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 8 WEEK 2</p> <ul style="list-style-type: none"> Vowel Teams ou, ow <p>MODULE 8 WEEK 2</p> <ul style="list-style-type: none"> Diphthongs oy, oi <p>MODULE 10 WEEK 3</p> <ul style="list-style-type: none"> Long a (ei, ey) and e (y, ey)

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 14 Target Skill: Long i

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 14 Target Skill: Long i (i, i_e, igh, y, ie)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 143 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 145 <p>Read Connected Text</p> <p>“A Ride into the Wild”</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 146 <p>“How to Make Mud Pies”</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE p. 149/TE pp. 149–150 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 152 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE p. 147/TE pp. 147–148 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 151 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 151 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 14 Target Skill: Long i</p> <p>“Butterfly House”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 14, p. 29 <p>Partner Reading 7</p> <p>“Night Lights”</p> <p>(Vowel Team Syllables; Long i)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 79 	<p><i>Decodable Library: Long Vowels</i></p> <p><i>Long i (y, igh)</i></p> <p>LEVEL A</p> <p>“The Night Sky”</p> <p>“The Flies”</p> <p><i>Long i (i, i_e, igh, y, ie)</i></p> <p>LEVEL B</p> <p>“How to Make Mud Pies”</p> <p>“Butterfly House”</p> <p><i>Long i (i, i_e, igh, y, ie)</i></p> <p>LEVEL C</p> <p>“My Diary”</p> <p>“Tiger”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form</p> <p>(Long Vowels)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 5 WEEK 2</p> <ul style="list-style-type: none"> Long i Patterns

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 15 Target Skill: Long o

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 15 Target Skill: Long o (oa, ow, o_e, oe, o)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 153 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 155 <p>Read Connected Text</p> <p>“Scarecrow Joe”</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 156 <p>“A Show on the Road”</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE p. 159/TE pp. 159–160 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 162 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE p. 157/TE pp. 157–158 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 161 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 161 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 15 Target Skill: Long o</p> <p>“Goats That Mow”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 15, p. 31 <p>Partner Reading 8</p> <p>“Mail Boats” (Long o; Long u)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 81 	<p><i>Decodable Library: Long Vowels</i></p> <p><i>Long o (oa, ow)</i></p> <p>LEVEL A</p> <p>“Snow Day”</p> <p>“The Boat”</p> <p><i>Long o (oa, ow, o-e, oe, o)</i></p> <p>LEVEL B</p> <p>“A Show on the Road”</p> <p>“Goats That Mow”</p> <p><i>Long o (oa, ow, o-e, oe, o)</i></p> <p>LEVEL C</p> <p>“A Goat Show”</p> <p>“Coat Drive”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Connect It</p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Long Vowels)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 2 WEEK 1</p> <ul style="list-style-type: none"> Long o, e, u (CV, VCe) <p>MODULE 5 WEEK 1</p> <ul style="list-style-type: none"> Long o Patterns

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 16 Target Skill: Long u

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<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Lesson 16 Target Skill: Long u (u, u_e, ew, ue, iew)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 163 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 165 <p>Read Connected Text</p> <p>“A Few More Riddles!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 166 <p>“Make a Card”</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE p. 169/TE pp. 169–170 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 172 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE p. 167/TE pp. 167–168 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 171 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 16, SE/TE p. 171 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p><i>Decodable Texts</i></p> <p>Lesson 16 Target Skill: Long u</p> <p>“The Computer Chat”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 16, p. 33 <p>Partner Reading 8</p> <p>“Mail Boats”</p> <p>(Long o; Long u)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 81 	<p><i>Decodable Library: Long Vowels</i></p> <p><i>Long u (u, ew, ue)</i></p> <p>LEVEL A</p> <p>“Lets Make Music!”</p> <p>“Just a Few”</p> <p><i>Long u (u, u_e, ue, ew, iew)</i></p> <p>LEVEL B</p> <p>“Make a Card”</p> <p>“The Computer Chat”</p> <p><i>Long u (u, u_e, ue, ew, iew)</i></p> <p>LEVEL C</p> <p>“Unique Units!”</p> <p>“Single-Use Plastics”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form</p> <p>(Long Vowels)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 2 WEEK 1</p> <ul style="list-style-type: none"> Long o, e, u (CV, VCe)

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UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS

Lesson 17 Target Skill: Consonant + le Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p>Lesson 17 Target Skill: <i>Consonant + le Syllables (ble, cle, dle, gle, kle, ple, tle, zle)</i></p> <p>READING/DECODING</p> <p>Introduction: Learn and Blend/ Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 173 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 175 <p>Read Connected Text</p> <p>“Lion and Mouse”</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 176 <p>“At the Stable”</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE p. 179/TE pp. 179–180 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 182 <p>SPELLING/ENCODING</p> <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE p. 177/TE pp. 177–178 <p>Word Building: Syllable Building</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 181 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 3, Lesson 17, SE/TE p. 181 	<p>UNIT 3 REVIEW LONG VOWELS; TRANSITION TO LONGER WORDS</p> <p>Decodable Texts</p> <p>Lesson 17 Target Skill: Consonant + le Syllables</p> <p>“Talent Show”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 17, p. 35 <p>Partner Reading 9</p> <p>“The Alpaca Farm” (Consonant + le Syllables; r-Controlled /är/)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 83 	<p><i>Decodable Library: Syllable Types</i></p> <p><i>Consonant + le Syllables</i></p> <p>LEVEL B</p> <p>“Riddle Time!”</p> <p>“Maple Trees”</p> <p>“At the Stable”</p> <p>“Talent Show”</p> <p>“Watching Birds”</p> <p>“The Baking Show”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p>	<p><i>Assessment</i></p> <p>Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form (Syllable Types)</p> <ul style="list-style-type: none"> Formative Assessments 	<p>MODULE 9 WEEK 3</p> <ul style="list-style-type: none"> Consonant + le

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UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 18 Target Skill: r-Controlled Vowel /är/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 18 Target Skill:</i> <i>r-Controlled Vowel /är/ (ar)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 18, SE/TE p. 185 Build Fluency: Speed Drill • Unit 4, Lesson 18, SE/TE p. 187 Read Connected Text “Star Party” • Unit 4, Lesson 18, SE/TE p. 188 “Sparky” • Unit 4, Lesson 18, SE p. 191/TE pp. 191–192 Cumulative Assessment: Fluency Check • Unit 4, Lesson 18, SE/TE p. 194</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 18, SE p. 189/TE pp. 189–190 Word Building: Make New Words • Unit 4, Lesson 18, SE/TE p. 193 Writing Extension: Write About It • Unit 4, Lesson 18, SE/TE p. 193</p>	<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 18 Target Skill: r-Controlled Vowel /är/ “A Jar Garden” • Fluency Booster Practice Book, Lesson 18, p. 37</p> <p>Partner Reading 9 “The Alpaca Farm” (Consonant + le Syllables; r-Controlled /är/) • Fluency Booster Practice Book, p. 83</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p style="text-align: center;"><i>r-Controlled är</i></p> <p>LEVEL A “On the Farm” “Star Art”</p> <p>LEVEL B “Sparky” “A Jar Garden”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 6 WEEK 3 • r-Controlled Vowel ar</p>

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UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 19 Target Skill: r-Controlled Vowel /ûr/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 19 Target Skill:</i> <i>r-Controlled Vowel /ûr/ (er, ir, ur)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 19, SE/TE p. 195 Build Fluency: Speed Drill • Unit 4, Lesson 19, SE/TE p. 197 Read Connected Text “A Laughing Game” • Unit 4, Lesson 19, SE/TE p. 198 “Escape from Danger” • Unit 4, Lesson 19, SE p. 201/TE pp. 201–202 Cumulative Assessment: Fluency Check • Unit 4, Lesson 19, SE/TE p. 204</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 19, SE p. 199/TE pp. 199–200 Word Building: Make New Words • Unit 4, Lesson 19, SE/TE p. 203 Writing Extension: Write About It • Unit 4, Lesson 19, SE/TE p. 203</p>	<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 19 Target Skill: r-Controlled Vowel /ûr/ “Ask Nurse Kitty” • Fluency Booster Practice Book, Lesson 19, p. 39</p> <p>Partner Reading 10 “The Sailor’s Soup” (r-Controlled /ûr/; r-Controlled /ôr/) • Fluency Booster Practice Book, p. 85</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled û</i></p> <p>LEVEL A “Pam Gets Hurt” “The Birds”</p> <p>LEVEL B “Escape from Danger” “Ask Nurse Kitty”</p> <p>LEVEL C “Pop, Pop, Popcorn” “Proverbs”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 7 WEEK 2 • r-Controlled Vowels er, ir, ur</p>

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UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 20 Target Skill: r-Controlled Vowel /ôr/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 20 Target Skill:</i> <i>r-Controlled Vowel /ôr/ (or, ore, oar)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 20, SE/TE p. 205 Build Fluency: Speed Drill • Unit 4, Lesson 20, SE/TE p. 207 Read Connected Text “Florida Trip” • Unit 4, Lesson 20, SE/TE p. 208 “A Roar at the Door!” • Unit 4, Lesson 20, SE p. 211/TE pp. 211–212 Cumulative Assessment: Fluency Check • Unit 4, Lesson 20, SE/TE p. 214</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 20, SE p. 209/TE pp. 209–210 Word Building: Make New Words • Unit 4, Lesson 20, SE/TE p. 213 Writing Extension: Write About It • Unit 4, Lesson 20, SE/TE p. 213</p>	<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 20 Target Skill: r-Controlled Vowel /ôr/ “Rory’s Reply” • Fluency Booster Practice Book, Lesson 20, p. 41 Partner Reading 10 “The Sailor’s Soup” (r-Controlled /ûr/; r-Controlled /ôr/) • Fluency Booster Practice Book, p. 85</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled ôr</i></p> <p>LEVEL A “Stores at the Mall” “Storm”</p> <p>LEVEL B “A Roar at the Door!” “Rory’s Reply”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 7 WEEK 1 • r-Controlled Vowels or, ore</p>

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UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 21 Target Skill: r-Controlled Vowel /âr/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 21 Target Skill:</i> <i>r-Controlled Vowel /âr/ (are, air, ear)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 21, SE/TE p. 215 Build Fluency: Speed Drill • Unit 4, Lesson 21, SE/TE p. 217 Read Connected Text “Start a Book Club” • Unit 4, Lesson 21, SE/TE p. 218 “Bears” • Unit 4, Lesson 21, SE p. 221/TE pp. 221–222 Cumulative Assessment: Fluency Check • Unit 4, Lesson 21, SE/TE p. 224</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 21, SE p. 219/TE pp. 219–220 Word Building: Make New Words • Unit 4, Lesson 21, SE/TE p. 223 Writing Extension: Write About It • Unit 4, Lesson 21, SE/TE p. 223</p>	<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 21 Target Skill: r-Controlled Vowel /âr/ “The Lost Glasses” • Fluency Booster Practice Book, Lesson 21, p. 43 Partner Reading 11 “Skatepark Rules” (r-Controlled /âr/; r-Controlled Vowel Syllables) • Fluency Booster Practice Book, p. 87</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled âr</i></p> <p>LEVEL A “The Three Bears: A Retelling” “What a Pair!”</p> <p>LEVEL B “Bears” “The Lost Glasses”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 7 WEEK 2 • Vowel Patterns air, are, ear</p> <p>MODULE 8 WEEK 3 • Vowel Patterns ear, eer</p>

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UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 22 Target Skill: r-Controlled Vowel Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 22 Target Skill:</i> <i>r-Controlled Vowel Syllables</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 22, SE/TE p. 225 Build Fluency: Speed Drill • Unit 4, Lesson 22, SE/TE p. 227 Read Connected Text “Mark and the Tigers” • Unit 4, Lesson 22, SE/TE p. 228 “The Dairy Farm” • Unit 4, Lesson 22, SE p. 231/TE pp. 231–232 Cumulative Assessment: Fluency Check • Unit 4, Lesson 22, SE/TE p. 234</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 22, SE p. 229/TE pp. 229–230 Word Building: Syllable Building • Unit 4, Lesson 22, SE/TE p. 233 Writing Extension: Write About It • Unit 4, Lesson 22, SE/TE p. 233</p>	<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 22 Target Skill: r-Controlled Vowel Syllables “The Monster Turnip” • Fluency Booster Practice Book, Lesson 22, p. 45</p> <p>Partner Reading 11 “Skatepark Rules” (r-Controlled /är/; r-Controlled Vowel Syllables) • Fluency Booster Practice Book, p. 87</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled är</i></p> <p>LEVEL A “On the Farm” “Star Art”</p> <p>LEVEL B “Sparky” “A Jar Garden”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>r-Controlled û</i></p> <p>LEVEL A “Pam Gets Hurt” “The Birds”</p> <p>LEVEL B “Escape from Danger” “Ask Nurse Kitty”</p> <p>LEVEL C “Pop, Pop, Popcorn” “Proverbs”</p> <p><i>r-Controlled ôr</i></p> <p>LEVEL A “Stores at the Mall” “Storm”</p> <p>LEVEL B “A Roar at the Door!” “Rory’s Reply”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>continued</i></p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 11 WEEK 2 • r-Controlled Vowel Syllables</p> <p><i>continued</i></p>

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UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 22 Target Skill: r-Controlled Vowel Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
		<p style="text-align: center;"><i>continued</i> r-Controlled âr</p> <p>LEVEL A “The Three Bears: A Retelling” “What a Pair!”</p> <p>LEVEL B “Bears” “The Lost Glasses”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>		<p style="text-align: center;"><i>continued</i></p> <p>MODULE 11 WEEK 2 • r-Controlled Vowel Syllables</p>



UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS

Lesson 23 Target Skill: Consonant + le Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Lesson 23 Target Skill:</i> <i>Consonant + le Syllables</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 23, SE/TE p. 235 Build Fluency: Speed Drill • Unit 4, Lesson 23, SE/TE p. 237 Read Connected Text “A Silly Poem” • Unit 4, Lesson 23, SE/TE p. 238 “Watching Birds” • Unit 4, Lesson 23, SE p. 241/TE pp. 241–242 Cumulative Assessment: Fluency Check • Unit 4, Lesson 23, SE/TE p. 244</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 23, SE p. 239/TE pp. 239–240 Word Building: Syllable Building • Unit 4, Lesson 23, SE/TE p. 243 Writing Extension: Write About It • Unit 4, Lesson 23, SE/TE p. 243</p>	<p>UNIT 4 REVIEW R-CONTROLLED VOWELS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 23 Target Skill: Consonant + le Syllables “The Baking Show” • Fluency Booster Practice Book, Lesson 23, p. 47 Partner Reading 12 “My New Flute” (Consonant + le Syllables; Short oo, Long oo) • Fluency Booster Practice Book, p. 89</p>	<p><i>Decodable Library: Syllable Types</i></p> <p>Consonant + le Syllables</p> <p>LEVEL B “Riddle Time!” “Maple Trees” “At the Stable” “Talent Show” “Watching Birds” “The Baking Show”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 9 WEEK 3 • Consonant + le</p> <p>MODULE 9 WEEK 3 • Six Syllable Types</p>

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UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS

Lesson 24 Target Skill: Short oo and Long oo

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 24 Target Skill: Short oo and Long oo</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 5, Lesson 24, SE/TE p. 247 Build Fluency: Speed Drill • Unit 5, Lesson 24, SE/TE p. 249 Read Connected Text “More Riddles” • Unit 5, Lesson 24, SE/TE p. 250 “Moose on the Loose” • Unit 5, Lesson 24, SE p. 253/TE pp. 253–254 Cumulative Assessment: Fluency Check • Unit 5, Lesson 24, SE/TE p. 256</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 5, Lesson 24, SE p. 251/TE pp. 251–252 Word Building: Make New Words • Unit 5, Lesson 24, SE/TE p. 255 Writing Extension: Write About It • Unit 5, Lesson 24, SE/TE p. 255</p>	<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i></p> <p>Lesson 24 Target Skill: Short oo and Long oo “Soup!” • Fluency Booster Practice Book, Lesson 24, p. 49</p> <p>Partner Reading 12 “My New Flute” (Consonant + le Syllables; Short oo, Long oo) • Fluency Booster Practice Book, p. 89</p>	<p><i>Decodable Library: Complex Vowels and Diphthongs</i> <i>Short oo and Long oo</i></p> <p>LEVEL A “Books, Books, Books!” “Dear Mrs. Brooks”</p> <p>LEVEL B “Moose on the Loose” “Soup”</p> <p>LEVEL C “The Cooking Crew” “Books and More”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form (Short and Long oo) • Formative Assessments</p>	<p>MODULE 7 WEEK 3 • Vowel Team oo /ōō/</p> <p>MODULE 8 WEEK 1 • Vowel Team oo /ōō/</p>

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UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS

Lesson 25 Target Skill: Diphthong /ou/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 25 Target Skill: Diphthong /ou/ (ou, ow)</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 5, Lesson 25, SE/TE p. 257 Build Fluency: Speed Drill • Unit 5, Lesson 25, SE/TE p. 259 Read Connected Text “Around We Go” • Unit 5, Lesson 25, SE/TE p. 260 “How to Make Lemonade” • Unit 5, Lesson 25, SE p. 263/TE pp. 263–264 Cumulative Assessment: Fluency Check • Unit 5, Lesson 25, SE/TE p. 266 SPELLING/ENCODING Word Sort: Sort It Out • Unit 5, Lesson 25, SE p. 261/TE pp. 261–262 Word Building: Make New Words • Unit 5, Lesson 25, SE/TE p. 265 Writing Extension: Write About It • Unit 5, Lesson 25, SE/TE p. 265</p>	<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 25 Target Skill: Diphthong /ou/ “Let’s Go Owling” • Fluency Booster Practice Book, Lesson 25, p. 51 Partner Reading 13 “On the Couch” (Diphthong /ou/; Diphthong /oi/) • Fluency Booster Practice Book, p. 91</p>	<p><i>Decodable Library: Complex Vowels and Diphthongs</i> <i>Diphthong ou</i> LEVEL A “The Parade Is in Town!” “Up and Down” LEVEL B “How to Make Lemonade” “Lets Go Owling” LEVEL C “What’s That Noise?” “Clouds” <i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Diphthongs) • Formative Assessments</p>	<p>MODULE 8 WEEK 2 • Vowel Teams ou, ow</p>

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UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS

Lesson 26 Target Skill: Diphthong /oi/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 26 Target Skill: Diphthong /oi/ (oi, oy)</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 5, Lesson 26, SE/TE p. 267 Build Fluency: Speed Drill • Unit 5, Lesson 26, SE/TE p. 269 Read Connected Text “Toy Drive!” • Unit 5, Lesson 26, SE/TE p. 270 “The Compost Heap” • Unit 5, Lesson 26, SE p. 273/TE pp. 273–274 Cumulative Assessment: Fluency Check • Unit 5, Lesson 26, SE/TE p. 276 SPELLING/ENCODING Word Sort: Sort It Out • Unit 5, Lesson 26, SE p. 271/TE pp. 271–272 Word Building: Make New Words • Unit 5, Lesson 26, SE/TE p. 275 Writing Extension: Write About It • Unit 5, Lesson 26, SE/TE p. 275</p>	<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 26 Target Skill: Diphthong /oi/ “Poison Ivy” • Fluency Booster Practice Book, Lesson 26, p. 53 Partner Reading 13 “On the Couch” (Diphthong /ou/; Diphthong /oi/) • Fluency Booster Practice Book, p. 91</p>	<p><i>Decodable Library: Complex Vowels and Diphthongs</i> Diphthong oi LEVEL A “Join a Club” “Joys Toys” LEVEL B “The Compost Heap” “Poison Ivy” LEVEL C “Whats That Noise?” “Clouds” <i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Diphthongs) • Formative Assessments</p>	<p>MODULE 8 WEEK 2 • Vowel Teams oy, oi</p>

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UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS

Lesson 27 Target Skill: Complex Vowel /ô/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 27 Target Skill: Complex Vowel /ô/ (au, aw, a[alk], a[It], a[II])</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 5, Lesson 27, SE/TE p. 277 Build Fluency: Speed Drill • Unit 5, Lesson 27, SE/TE p. 279 Read Connected Text “Squawk and Talk” • Unit 5, Lesson 27, SE/TE p. 280 “My Dog, Rex” • Unit 5, Lesson 27, SE p. 283/TE pp. 283–284 Cumulative Assessment: Fluency Check • Unit 5, Lesson 27, SE/TE p. 286</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 5, Lesson 27, SE p. 281/TE pp. 281–282 Word Building: Make New Words • Unit 5, Lesson 27, SE/TE p. 285 Writing Extension: Write About It • Unit 5, Lesson 27, SE/TE p. 285</p>	<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i> Lesson 27 Target Skill: Complex Vowel /ô/ “The Waterfalls” • Fluency Booster Practice Book, Lesson 27, p. 55 Partner Reading 14 “Racket Sports” (Complex Vowel /ô/; Vowel Team Syllables) • Fluency Booster Practice Book, p. 93</p>	<p><i>Decodable Library: Complex Vowels and Diphthongs</i> Complex Vowel ô</p> <p>LEVEL A “Claws” “A Walk in the Park”</p> <p>LEVEL B “My Dog, Rex” “The Waterfalls”</p> <p>LEVEL C “The Dog Walker” “Deep Thoughts”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Complex Vowel) • Formative Assessments</p>	<p>MODULE 8 WEEK 3 • Vowel Patterns: /ô/</p>

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UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS

Lesson 28 Target Skill: Vowel Team Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Lesson 28 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 5, Lesson 28, SE/TE p. 287 Build Fluency: Speed Drill • Unit 5, Lesson 28, SE/TE p. 289 Read Connected Text “The Dog Wash” • Unit 5, Lesson 28, SE/TE p. 290 “The Mural” • Unit 5, Lesson 28, SE p. 293/TE pp. 293–294 Cumulative Assessment: Fluency Check • Unit 5, Lesson 28, SE/TE p. 296</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 5, Lesson 28, SE p. 291/TE pp. 291–292 Word Building: Syllable Building • Unit 5, Lesson 28, SE/TE p. 295 Writing Extension: Write About It • Unit 5, Lesson 28, SE/TE p. 295</p>	<p>UNIT 5 REVIEW COMPLEX VOWELS AND DIPHTHONGS; TRANSITION TO LONGER WORDS <i>Decodable Texts</i></p> <p>Lesson 28 Target Skill: Vowel Team Syllables “Hot Air Balloons” • Fluency Booster Practice Book, Lesson 28, p. 57</p> <p>Partner Reading 14 “Racket Sports” (Complex Vowel /ó/; Vowel Team Syllables) • Fluency Booster Practice Book, p. 93</p>	<p><i>Decodable Library: Syllable Types</i></p> <p style="text-align: center;"><i>Vowel Team Syllables</i></p> <p>LEVEL B “Fireboats” “By the Seacoast” “The Mural” “Hot Air Balloons”</p> <p>LEVEL C “Cow? Doe? Goat? Guess!” “Noisy Monkeys”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 11 WEEK 1 • Vowel Team Syllables</p>

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UNIT 6 SYLLABLE TYPES REVIEW

Lesson 29 Target Skill: Review Syllable Types

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 6 SYLLABLE TYPES REVIEW <i>Lesson 29 Target Skill: Review Syllable Types</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 6, Lesson 29, SE/TE p. 299 Build Fluency: Speed Drill • Unit 6, Lesson 29, SE/TE p. 301 Read Connected Text “Dear Uncle Robert” • Unit 6, Lesson 29, SE/TE p. 302 “Robots” • Unit 6, Lesson 29, SE p. 305/TE pp. 305–306 Cumulative Assessment: Fluency Check • Unit 6, Lesson 29, SE/TE p. 308</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 6, Lesson 29, SE p. 303/TE pp. 303–304 Word Building: Syllable Building • Unit 6, Lesson 29, SE/TE p. 307 Writing Extension: Write About It • Unit 6, Lesson 29, SE/TE p. 307</p>	<p>UNIT 6 SYLLABLE TYPES REVIEW <i>Decodable Texts</i> Lesson 29 Target Skill: Review Syllable Types “Comic Strips” • Fluency Booster Practice Book, Lesson 29, p. 59 Partner Reading 15 “Hurray for Honey” (Review Syllable Types; Final Stable Syllables) • Fluency Booster Practice Book, p. 95</p>	<p><i>Decodable Library: Syllable Types</i> <i>Syllable Type Review</i></p> <p>LEVEL B “Robots” “Comic Strips”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 9 WEEK 3 • Six Syllable Types</p> <p>MODULE 12 WEEK 2 • Review of Syllable Types: Open, Closed, Consonant + le</p> <p>MODULE 12 WEEK 2 • Review of Syllable Types: Final e, Vowel Team, r-Controlled Vowel</p>

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UNIT 6 SYLLABLE TYPES REVIEW

Lesson 30 Target Skill: Final Stable Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING PHONICS SKILL
<p>UNIT 6 SYLLABLE TYPES REVIEW <i>Lesson 30 Target Skill: Final Stable Syllables (tion, sion, ture, sure)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 6, Lesson 30, SE/TE p. 309 Build Fluency: Speed Drill • Unit 6, Lesson 30, SE/TE p. 311 Read Connected Text “Mission to Mars” • Unit 6, Lesson 30, SE/TE p. 312 “Creature Features” • Unit 6, Lesson 30, SE p. 315/TE pp. 315–316 Cumulative Assessment: Fluency Check • Unit 6, Lesson 30, SE/TE p. 318</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 6, Lesson 30, SE p. 313/TE pp. 313–314 Word Building: Syllable Building • Unit 6, Lesson 30, SE/TE p. 317 Writing Extension: Write About It • Unit 6, Lesson 30, SE/TE p. 317</p>	<p>UNIT 6 SYLLABLE TYPES REVIEW <i>Decodable Texts</i> Lesson 30 Target Skill: Final Stable Syllables “Make a Weather Station” • Fluency Booster Practice Book, Lesson 30, p. 61 Partner Reading 15 “Hurray for Honey” (Review Syllable Types; Final Stable Syllables) • Fluency Booster Practice Book, p. 95</p>	<p><i>Decodable Library: Syllable Types</i> <i>Final Stable Syllables</i></p> <p>LEVEL B “Creature Features” “Make a Weather Station”</p> <p>LEVEL C “Bugs for Dinner” “Oodles of Noodles”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form (Syllable Types) • Formative Assessments</p>	<p>MODULE 11 WEEK 3 • Long e (ie, y, ey)</p>

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