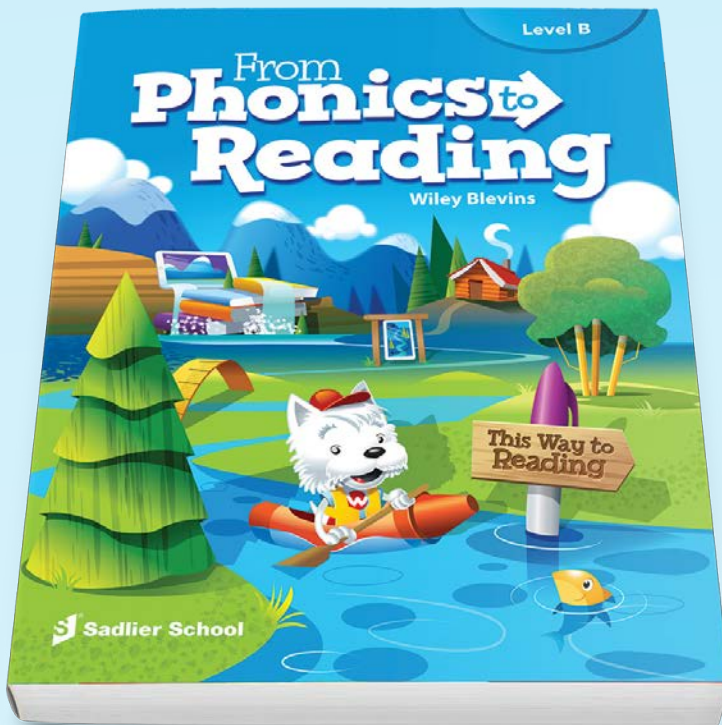


# From Phonics to Reading

Correlation to the North Carolina Standard Course of Study for English Language Arts (2017)

Grade 2



## Contents

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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Handwriting**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
RF.2.2 Print all upper- and lowercase letters legibly and proportionally.	<p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p>Letter Formation Cards</p> <p>Letter Formation Chart</p> <p>Letter Formation Instruction</p> <ul style="list-style-type: none"> <li>• Pencil Grip, p. 1</li> <li>• Posture, p. 2</li> <li>• Spacing, p. 3</li> <li>• Strokes, p. 3</li> <li>• General Tips, p. 4</li> <li>• Letter Formation Guide, pp. 5-8</li> </ul> <p>Letter Formation Practice</p> <p>Letter Formation Cards (cursive)</p>

**Phonics and Word Recognition**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words. <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p>Learn and Blend/Blend It</p> <p><b>Short Vowels</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE/TE p. 9</li> </ul> <p><b>Long a (a, ai, a_e, ay, ea, eigh)</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE p. 103</li> </ul> <p><b>Long I (i, i_e, igh, y, ie)</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, SE/TE p. 143</li> </ul> <p><b>Build Fluency</b></p> <p>Speed Drill</p> <p>Children underline short or long vowel spellings in regularly spelled one-syllable words.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE p. 11/TE pp. 11-12</li> <li>• Unit 3, Lesson 10, SEp. 105/TE p. 105-106</li> <li>• Unit 3, Lesson 14, SE p. 145/TE pp. 145-146</li> </ul> <p><b>Read Connected Text</b></p> <p>Connected Text/Interact with the Text</p> <p>Children circle/box/underline words with short or long vowel spellings.</p> <p><b>“Ben’s Tips for Good Health”</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE/TE p. 12</li> </ul> <p><b>“Hay Bale Maze”</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE p. 106</li> </ul> <p><b>“A Ride into the Wild”</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, SE/TE p. 146</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

*continued*

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.  
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

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**Word Sort**

**Sort It Out**

Children sort words according to short or long vowel spelling.

- Unit 1, Lesson 1, SE p. 13/TE p. 13–14
- Unit 3, Lesson 10, SE p. 107/TE pp. 107–108
- Unit 3, Lesson 14, SE p. 147/TE pp. 147–148

**TEACHER’S EDITION**

**Introduce Sound-Spelling**

Learn and Blend/Blend It

**Short Vowels**

- Unit 1, Lesson 1, TE p. 9

**Long a (a, ai, a\_e, ay, ea, eigh)**

- Unit 3, Lesson 10, TE p. 103

**Long I (i, i\_e, igh, y, ie)**

- Unit 3, Lesson 14, TE p. 143

**Learning Center**

Learn and Blend/Blend It

**Short Vowel Switch**

- Unit 1, Lesson 1, TE p. 10

**Word Sort (long a)**

- Unit 3, Lesson 10, TE p. 104

**Match Five (long i)**

- Unit 3, Lesson 14, TE p. 144

**Independent/Partner Work**

**Sort Words**

Repeat the Closed Sort activity (sort words according to short or long vowel spelling).

- Unit 1, Lesson 1, TE p. 17
- Unit 3, Lesson 10, TE p. 111
- Unit 3, Lesson 14, TE p. 151

**INTERACTIVE PRACTICE BUNDLE\***

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

**LONG VOWELS/FINAL E**

- Level B (a\_e, i\_e, o\_e, u\_e, e\_e)

**“A Place in Space”**

Decodable Passage and Lesson Plan

**LONG VOWELS/LONG U**

- Level B (u, u\_e, ue, ew, iew)

**“Make a Card”**

Decodable Passage and Lesson Plan

*continued*

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> <li>Level B</li> </ul> <p><b>“At the Cat Cafe”</b> Decodable Passage and Lesson Plan</p> <p><b>Sound Wall</b> Vowel Valley Grapheme Wall Phonemes and Graphemes Long Vowels</p>
<p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It Have children underline the first vowel team syllable in each word.</p> <p><b>Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 133</li> </ul> <p><b>Vowel Team Syllables</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 287</li> </ul> <p><b>Review Syllable Types</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE/TE p. 299</li> </ul> <p><b>Build Fluency</b> Speed Drill Have children underline the first vowel team syllable in each word.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE pp. 135-136</li> <li>Unit 5, Lesson 28, SE/TE pp. 289-290</li> <li>Unit 6, Lesson 29, SE/TE pp. 301-302</li> </ul> <p><b>Read Connected Text</b> Connected Text/Interact with the Text Children circle all the two-syllable words with vowel team syllables. They draw a box around one-syllable words with vowel teams.</p> <p><b>“Breakfast Time”</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 136</li> </ul> <p><b>“The Dog Wash”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 28, SE/TE p. 290</li> </ul> <p><b>“Dear Uncle Robert”</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 29, SE/TE p. 302</li> </ul> <p><b>Word Sort</b> Sort It Out</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE p. 137/TE pp. 137-138</li> <li>Unit 5, Lesson 28, SE p. 291/TE pp. 291-292</li> <li>Unit 6, Lesson 29, SE p. 303/TE pp. 303-304</li> </ul> <p><b>Word Building</b> Syllable Building</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 138</li> <li>Unit 5, Lesson 28, SE/TE p. 292</li> <li>Unit 6, Lesson 29, SE/TE p. 304</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b><i>Read Connected Text</i></b> Decodable Passage <b>“Fireboats”</b> • Unit 3, Lesson 13, SE p. 139/TE pp. 139-140 <b>“The Mural”</b> • Unit 5, Lesson 28, SE p. 293/TE pp. 293-294 <b>“Robots”</b> • Unit 6, Lesson 29, SE p. 305/TE pp. 305-306</p> <p><b>TEACHER’S EDITION</b> <b><i>Introduce Spelling Pattern</i></b> Learn and Blend/Blend It <b>Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</b> • Unit 3, Lesson 13, TE p. 133 <b>Vowel Team Syllables</b> • Unit 5, Lesson 28, TE p. 287 <b>Review Syllable Types</b> • Unit 6, Lesson 29, TE p. 299</p> <p><b><i>Sound-Spelling/Blending</i></b> • Unit 5, Lesson 28, TE pp. 289, 291, 293, 295 • Unit 6, Lesson 29, TE pp. 301, 303, 305, 307 • Unit 3, Lesson 13, TE pp. 135, 137, 139, 141</p> <p><b><i>Independent/Partner Work</i></b> Spell Words • Unit 3, Lesson 13, TE p. 139 • Unit 5, Lesson 28, TE p. 293 • Unit 6, Lesson 29, TE p. 305 Sort Words • Unit 3, Lesson 13, TE p. 141 • Unit 5, Lesson 28, TE p. 295 • Unit 6, Lesson 29, TE p. 307</p> <p><b>TE DIGITAL RESOURCES*</b> <b><i>Overview</i></b> Decodable Text Word Analysis <b>Level B Decodable Text Word Analysis</b> <b><i>Differentiation Supports</i></b> Syllable Types Student Resources/Instructional Resources Word Study/Morphology Vowel Team Syllables</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b> <b><i>Lessons 1-30</i></b> Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p style="text-align: center;"><i>continued</i></p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 13: Vowel Team Syllables  <b>“Pete’s Note”</b>  <ul style="list-style-type: none"> <li>• Lesson 13, p. 53</li> </ul> Lesson 28: Vowel Team Syllables  <b>“The Billy Goats”</b>  <ul style="list-style-type: none"> <li>• Lesson 28, p. 113</li> </ul> Lesson 29: Review Syllable Types  <b>“Time Flies”</b>  <ul style="list-style-type: none"> <li>• Lesson 29, p. 117</li> </ul> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b><i>Decodable Library</i></b></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES  <ul style="list-style-type: none"> <li>• Level B</li> </ul> <b>“Fireboats”</b>  Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES  <ul style="list-style-type: none"> <li>• Level B</li> </ul> <b>“By the Seacoast”</b>  Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES  <ul style="list-style-type: none"> <li>• Level B</li> </ul> <b>“The Mural”</b>  Decodable Passage and Lesson Plan</p> <p><b><i>Sound Wall</i></b>  Vowel Valley  Grapheme Wall</p> </p>
<p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b><i>Introduction</i></b></p> <p>Learn and Blend/Blend It  <i>Transition to Longer Words/Challenge</i></p> <p><b>Long a (a, ai, a_e, ay, ea, eigh)</b>  <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE p. 103</li> </ul> <b>Long e (e, e_e, ee, ea, y, ey, ie, ei)</b>  <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE/TE p. 123</li> </ul> <b>Long u (u, u_e, ew, ue, iew)</b>  <ul style="list-style-type: none"> <li>• Unit 3, Lesson 16, SE/TE p. 163</li> </ul> <p style="text-align: center;"><i>continued</i></p> </p>



**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Build Fluency</b></p> <p>Speed Drill Children underline long vowel spelling pattern in each word while reading regularly spelled two-syllable words.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE pp. 105-106</li> <li>• Unit 3, Lesson 12, SE/TE pp. 125-126</li> <li>• Unit 3, Lesson 16, SE/TE pp. 165-166</li> </ul> <p><b>Read Connected Text</b></p> <p>Connected Text/Interact with the Text</p> <p>Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)</p> <p>“Hay Bale Maze”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE/TE p. 106</li> </ul> <p>Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)</p> <p>“Busy as a Beaver”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE/TE p. 126</li> </ul> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)</p> <p>“A Few More Riddles!”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 16, SE/TE p. 166</li> </ul> <p><b>Word Sort</b></p> <p>Sort It Out</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE p. 107/TE pp. 107-108</li> <li>• Unit 3, Lesson 12, SE p. 127/TE pp. 127-128</li> <li>• Unit 3, Lesson 16, SE p. 167/TE pp. 167-168</li> </ul> <p><b>Read Connected Text</b></p> <p>Decodable Passage</p> <p>Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)</p> <p>“Nate, Don’t Be Late!”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 10, SE p. 109/TE pp. 109-110</li> </ul> <p>Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)</p> <p>“A Piece of Cheese”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE p. 129/TE pp. 129-130</li> </ul> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)</p> <p>“Make a Card”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 16, SE p. 169/TE pp. 169-170</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Lessons 1-30</b></p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p style="text-align: center;"><i>continued</i></p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 10: Long a (a, ai, a_e, ay, ea, eigh)  <b>“Rail Trails”</b>                      • Lesson 10, p. 21</p> <p>Lesson 12: Long e (e, e_e, ee, ea, y, ey, ie, ei)  <b>“Lucky”</b>                      • Lesson 12, p. 25</p> <p>Lesson 16: Long u (u, u_e, ew, ue, iew)  <b>“The Computer Chat”</b>                      • Lesson 16, p. 33</p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b>  <b><i>Decodable Library</i></b>                      Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>LONG VOWELS/LONG A                      • Level B (a, ai, ay, a_e, ea, eigh)  <b>“Rail Trails”</b>                      Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E                      Level B (e, e_e, ee, ea, y, ey, ie, ei)  <b>“Lucky”</b>                      Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O                      Level B (oa, ow, o-e, oe, o)  <b>“Goats That Mow”</b>                      Decodable Passage and Lesson Plan</p> <p><b><i>Sound Wall</i></b>                      Grapheme Wall                      Long Vowels</p>
<p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b><i>Word Study/Morphology</i></b>  <b>“Reading Big Words” Strategy</b>                      Step 1 Look for the word parts (prefixes) at the beginning of the word.                      Step 2 Look for the word parts (suffixes) at the end of the word. Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 36</li> </ul> <p><b>Prefixes (un-, re-, dis-)</b>                      Children learn that a prefix is a group of letters added to the beginning of a base word to make a new word. The prefix changes the meaning of the base word.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 16, SE/TE p. 170</li> </ul> <p style="text-align: center;"><i>continued</i></p>



**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Suffixes (-ful, -less, -y, -ly)</b> Children learn that a suffix is a letter or group of letters added to the end of a base word to make a new word. The suffix changes the meaning of the base word. <i>For example:</i> <i>Guide children in reading the explanation of suffixes at the top of the page. Model how to use the meaning of -ful to determine the meaning of hopeful (full of hope). Then ask children to use the meaning of the suffixes -less, -y, and -ly to tell what the other example words mean. (TE p. 254)</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 254</li> </ul> <p><b>Word Sort</b> <b>Sort It Out</b> Children read words, including words with prefixes, from the list to confirm pronunciation. Have partners discuss ways to sort the words then write the words in the correct boxes. (mistake, unmade, dislike) • Unit 2, Lesson 7, SE p. 75/TE pp. 75–76</p> <p><b>Word Building</b> <b>Syllable Building</b> Children use syllable cards to build words, including words with affixes. (retake, replace, graceful, disgraceful) • Unit 2, Lesson 7, SE/TE p. 76 (replay, playful) • Unit 5, Lesson 28, SE/TE p. 292</p> <p><b>Build Fluency</b> <b>Speed Drill</b> Children first practice reading words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed. (sleepless, unclear, fearless, painful, misread, joyful) • Unit 5, Lesson 28, SE/TE p. 289</p> <p><b>Read Connected Text</b> <b>Decodable Passage</b> Lesson 16: Long u (u, u_e, ew, ue, iew) <b>“Make a Card”</b> (discard, reuse, unfold) • Unit 3, Lesson 16, SE/TE p. 169 Lesson 24: Short oo and Long oo <b>“Let’s Make Music!”</b> • Unit 4, Lesson 19, SE/TE pp. 273–274</p> <p><b>Connected Text</b> Lesson 26: Diphthong /oi/ <b>“Toy Drive!”</b> (unused, disrepair, remake) • Unit 5, Lesson 26, SE/TE p. 270</p> <p><b>End-of-Book Resources</b> <b>“Reading Big Words”</b> • SE/TE p. 332</p> <p style="text-align: center;"><i>continued</i></p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

*continued*

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.  
d. Decode words with common prefixes and suffixes.

*continued*

TEACHER'S EDITION

***Sound-Spelling and Word Study/Morphology***

**Word Study/Morphology: "Reading Big Words" Strategy**

- Unit 1, Lesson 2, TE p. 26
- Unit 3, Lesson 16, TE p. 170

**Word Study/Morphology: Suffixes (-ful, -less, -y, -ly)**

- Unit 5, Lesson 24, TE p. 254

***Phonemic Awareness***

Phonemic Manipulation: Delete Syllables

Children clap and count the number syllables in a spoken word.

- Unit 5, Lesson 25, TE p. 359
- Unit 5, Lesson 26, TE p. 373
- Unit 5, Lesson 27, TE p. 387

Phonemic Manipulation: Delete and Add Syllables

Children clap and count the number syllables in a spoken word.

- Unit 6, Lesson 28, TE p. 403
- Unit 6, Lesson 29, TE p. 417
- Unit 6, Lesson 30, TE p. 431

TE DIGITAL RESOURCES\*

***Overview***

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

**Activity Type 4: Oral Segmentation (including counting sounds)**

- Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or "chin drop.")

INTERACTIVE PRACTICE BUNDLE\*

***Decodable Library***

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

WORD STUDY SKILLS/PREFIXES

- Level C (dis-, un-, pre-, re-)

**"Packing for a Trip"**

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/SUFFIXES

- Level C (-ful, -less, -y, -u)

**"Join Our Walking School Bus!"**

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/PREFIXES

- Level C (im-, in-, non-)

**"Inventions"**

Decodable Passage and Lesson Plan

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.  
e. Identify words with inconsistent but common spelling-sound correspondences.

**STUDENT EDITION/TEACHER'S EDITION**

***High-Frequency Words***

**Read-Spell-Write**

Words with inconsistent but common spelling-sound correspondences include have/save.

- Unit 1, Lesson 1, SE/TE p. 10

Words with inconsistent but common spelling-sound correspondences include good/food, give/hive.

- Unit 1, Lesson 5, SE/TE p. 50

Words with inconsistent but common spelling-sound correspondences include said/maid.

- Unit 2, Lesson 7, SE/TE p. 72

***Introduction***

**Learn and Blend/Blend It**

**Lesson 15: Long o**

Words with inconsistent but common spelling-sound correspondences include move/love, none/gone

- Unit 3, Lesson 15, SE/TE p. 153

**Lesson 24: Short oo and Long oo**

Words with inconsistent but common spelling-sound correspondences include good/foot, hood/cook, full/push.

- Unit 5, Lesson 24, SE/TE p. 247

**Lesson 28: Vowel Team Syllables**

Words with inconsistent but common spelling-sound correspondences include rereading/unpleasant.

- Unit 5, Lesson 28, SE/TE p. 287

***Build Fluency***

**Speed Drill**

Words with inconsistent but common spelling-sound correspondences include tooth/hook, stood/hoot.

- Unit 5, Lesson 24, SE/TE p. 247

Words with inconsistent but common spelling-sound correspondences include malt/talk, salt/stalk.

- Unit 5, Lesson 27, TE p. 279

Words with inconsistent but common spelling-sound correspondences include balloon/notebook, allow/pillow.

- Unit 5, Lesson 28, SE/TE p. 289

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.  
f. Recognize and read grade-appropriate irregularly spelled words.

**STUDENT EDITION/TEACHER'S EDITION**

***High-Frequency Words***

**Read-Spell-Write**

Grade-appropriate irregularly spelled words include *many, there, them, said, other*.

- Unit 2, Lesson 7, SE/TE p. 72

Grade-appropriate irregularly spelled words include *been, done, one, even, different*.

- Unit 3, Lesson 13, SE/TE p. 134

Grade-appropriate irregularly spelled words include *people, warm, wash, call, very*.

- Unit 5, Lesson 28, SE/TE p. 288

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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

***Phonics and Word Recognition***

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

*continued*

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.  
f. Recognize and read grade-appropriate irregularly spelled words.

*continued*

***Read Connected Text***

Connected Text

**“Surprise Party!”**

Grade-appropriate irregularly spelled words includes *said, them*.  
• Unit 2, Lesson 7, SE/TE p. 74

**“Breakfast Time”**

Grade-appropriate irregularly spelled words includes *different, done, one, even*.

• Unit 3, Lesson 13, SE/TE p. 136

**“The Dog Wash”**

Grade-appropriate irregularly spelled words includes *call, wash, warm*.

• Unit 5, Lesson 28, SE/TE p. 290

***Read Connected Text***

Decodable Passage

**“A Place for Wildlife”**

Grade-appropriate irregularly spelled words includes *them, many, here, other*.

• Unit 2, Lesson 7, SE/TE p. 77

**“Fireboats”**

Grade-appropriate irregularly spelled words includes *different, one, done, even*.

• Unit 3, Lesson 13, SE/TE p. 139

**“The Mural”**

Grade-appropriate irregularly spelled words includes *very, people, warm, called*.

• Unit 5, Lesson 28, SE/TE p. 293

**TEACHER’S EDITION**

***High-Frequency Words***

Review/Extend

• Unit 2, Lesson 7, TE pp. 73, 75, 79

• Unit 3, Lesson 13, TE pp. 135, 137, 141

• Unit 5, Lesson 28, TE pp. 289, 291, 295

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.  
a. Read on-level text with purpose and understanding.

STUDENT EDITION/TEACHER’S EDITION

**Read Connected Text**

Connected Text/Interact with the Text  
Comprehension questions that accompany each selection can be used to monitor children’s understanding of the text.

Lesson 1: Short Vowels

**“Ben’s Tips for Good Health”**

- Unit 1 Lesson 1, SE/TE p. 12

Lesson 12: Long e

**“Busy as a Beaver”**

- Unit 3 Lesson 12, SE/TE p. 126

Lesson 28: Vowel Team Syllables

**“The Dog Wash”**

- Unit 5 Lesson 28, SE/TE p. 290

**Read Connected Text**

Decodable Passage

Comprehension questions that accompany each selection help monitor children’s understanding of the text.

Lesson: 1: Short Vowels

**“The Big Log”**

- Unit 1, Lesson 1, SE p. 15/TE pp. 15–16

Lesson 12: Long e

**“A Piece of Cheese”**

- Unit 3, Lesson 12, SE p. 129/TE pp. 129–130

Lesson: 28: Vowel Team Syllables

**“The Mural”**

- Unit 5, Lesson 28, SE p. 293/TE pp. 293–294

TE DIGITAL RESOURCES\*

**Units 1–6**

Lesson 1–30: Instructional Resources: Decodable Passage Lesson Plan

Each online Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.

Lesson: 1: Short Vowels

**“The Big Log” Lesson Plan**

- Unit 1, Lesson 1

Lesson: 12: Long e

**“A Piece of Cheese” Lesson Plan**

- Unit 3, Lesson 12

Lesson: 28: Vowel Team Syllables

**“The Mural” Lesson Plan**

- Unit 5, Lesson 28

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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Lessons 1–30</b></p> <p>Decodable Text</p> <p>Lesson 1: Short Vowels  <b>“At the Cat Café”</b></p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 3</li> <li>• Comprehension and Vocabulary/Writing, p. 4</li> </ul> <p>Lesson 12: Long e  <b>“Lucky”</b></p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 25</li> <li>• Comprehension and Vocabulary/Writing, p. 26</li> </ul> <p>Lesson 28: Vowel Team Syllables  <b>“Hot Air Balloons”</b></p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 57</li> <li>• Comprehension and Vocabulary/Writing, p. 58</li> </ul> <p><b>FLUENCY BOOSTER TEACHER’S COMPONENT*</b></p> <p><b>Lessons 1–30</b></p> <p>Decodable Text Lesson Plan</p> <p>Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson 1: Short Vowels  <b>“At the Cat Café” Lesson Plan</b></p> <p>Lesson 12: Long e  <b>“Lucky” Lesson Plan</b></p> <p>Lesson 28: Vowel Team Syllables  <b>“Hot Air Balloons” Lesson Plan</b></p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b>Decodable Library</b></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> <li>• Level B</li> </ul> <p><b>“The Big Log</b></p> <p>Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> <li>• Level B (e, e_e, ee, ea, y, ey, ie, ei)</li> </ul> <p><b>“A Piece of Cheese”</b></p> <p>Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> <li>• Level B</li> </ul> <p><b>“Fireboats”</b></p> <p>Decodable Passage and Lesson Plan</p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.  
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**STUDENT EDITION/TEACHER’S EDITION**

**Introduction**

Daily Practice

Build Fluency

Read the lesson words each day by yourself and to a partner.

- Unit 1, Lesson 2, SE/TE p. 19
- Unit 2, Lesson 7, SE/TE p. 71
- Unit 5, Lesson 24, SE/TE p. 247

**Build Fluency**

Speed Drill

Children practice reading the words on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed.

- Unit 1, Lesson 2, SE/TE p. 21
- Unit 2, Lesson 7, SE/TE p. 73
- Unit 5, Lesson 24, SE/TE p. 249

**Read Connected Text**

Connected Text

Have children chorally read the text aloud.

“The Joke Book”

- Unit 1, Lesson 2, SE/TE p. 22

“Surprise Party!”

- Unit 2, Lesson 7, SE/TE p. 74

“More Riddles”

- Unit 5, Lesson 24, SE/TE p. 250

**Read Connected Text**

Decodable Passage

Have children chorally read the decodable passage to build oral reading fluency.

“A Nutty Picnic”

- Unit 1, Lesson 2, SE p. 25/TE pp. 25–26

“A Place for Wildlife”

- Unit 2, Lesson 7, SE p. 77/TE pp. 77–78

“Moose on the Loose”

- Unit 5, Lesson 24, SE p. 253/TE pp. 253–254

**Cumulative Assessment**

Fluency Check

Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

- Unit 1, Lesson 2, SE/TE p. 28
- Unit 2, Lesson 7, SE/TE p. 80
- Unit 5, Lesson 24, SE/TE p. 256

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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-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><u>TEACHER'S EDITION</u></p> <p><b>Independent/Partner Work</b></p> <p>Build Fluency</p> <p>Prompt children to practice reading the Speed Drill words during independent work time. Remind them that they should have a partner time them reading the words at least two times throughout the week, once they feel prepared.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 22</li> <li>• Unit 2, Lesson 7, TE p. 74</li> <li>• Unit 5, Lesson 24, TE p. 250</li> </ul> <p>Reread Connected Text and Write</p> <p>Have children reread the lesson Connected Text.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 22</li> <li>• Unit 2, Lesson 7, TE p. 74</li> <li>• Unit 5, Lesson 24, TE p. 250</li> </ul> <p>Build Fluency</p> <p>Have children reread the decodable passages from previous weeks.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 23</li> <li>• Unit 2, Lesson 7, TE p. 75</li> <li>• Unit 5, Lesson 24, TE p. 251</li> </ul> <p><b>Home-School Connection</b></p> <p>Build Fluency</p> <p>Have children read the decodable passages with their families.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 25</li> <li>• Unit 2, Lesson 7, TE p. 77</li> <li>• Unit 5, Lesson 24, TE p. 253</li> </ul> <p><b>Independent/Partner Work</b></p> <p>Build Fluency</p> <p>Have children reread previous stories in their folders or practice reading the words on the Fluency Check with a partner.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 27</li> <li>• Unit 2, Lesson 7, TE p. 79</li> <li>• Unit 5, Lesson 24, TE p. 255</li> </ul> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Assessment</b></p> <p>Assessment Overview</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Fluency Assessment Guidance, p. 3</li> </ul> <p>Formative</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Fluency Assessment Guidance</li> </ul> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p><b>Fluency Routines and Minilessons, Level B</b></p> <ul style="list-style-type: none"> <li>• Lesson 2: Introduce the Repeated Reading Fluency Routine</li> <li>• Lesson 3: Model Fluency: Intonation</li> <li>• Lesson 4: Echo Read and Choral Read</li> <li>• Lesson 11: Reader's Theater</li> <li>• Lesson 13: Audiobook Modeling</li> </ul> <p style="text-align: center;"><i>continued</i></p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-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> <ul style="list-style-type: none"> <li>• Lesson 15: Repeated Readings Chart</li> <li>• Lesson 17: Oral Reading Model</li> <li>• Lesson 20: Repeated Readings Chart</li> <li>• Lesson 29: Phrase-Cued Text</li> </ul> <p><b>Units 1–6</b></p> <p>Student and Family Resources Student Fluency Sentences Frequent, repeated readings of words with previously taught skills accelerate children’s phonics mastery. The practice page includes five sentences for each lesson in the Unit.</p> <p>Lessons 1–30: Instructional Resources: Decodable Passage Lesson Plan</p> <p>Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read.</p> <p>After Reading <i>Fluency Plan</i> On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.</p> <p>Unit 1, Lesson 2: Closed Syllables “A Nutty Picnic” Lesson Plan</p> <p>Unit 2, Lesson 7: Final e Syllables (a_e, e_e, i_e, o_e, u_e) “A Place for Wildlife” Lesson Plan</p> <p>Unit 5, Lesson 24: Short oo and Long oo “Moose on the Loose” Lesson Plan</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Lessons 1–30</b></p> <p>Decodable Text</p> <p>Lesson 2: Closed Syllables “The Rocket Contest”</p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 5</li> <li>• Comprehension and Vocabulary/Writing, p. 6</li> </ul> <p>Lesson 7: Final e Syllables “At the Lakeside”</p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 15</li> <li>• Comprehension and Vocabulary/Writing, p. 16</li> </ul> <p>Lesson 24: Short oo and Long oo “Soup!”</p> <ul style="list-style-type: none"> <li>• Decodable Text, p. 49</li> <li>• Comprehension and Vocabulary/Writing, p. 50</li> </ul> <p style="text-align: center;"><i>continued</i></p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-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>Partner Reading</b> Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 4 <i>Final e Syllables; Consonant Digraphs (sh, ch, tch, th)</i> <b>“Cupcake the Snake”</b> • Fluency Booster Practice Book, p. 73</p> <p>Partner Reading 7 <i>Vowel Team Syllables; Long i</i> <b>“Night Lights”</b> • Fluency Booster Practice Book, p. 79</p> <p>Partner Reading 14 <i>Complex Vowel /ó/; Vowel Team Syllables</i> <b>“Racket Sports”</b> • Fluency Booster Practice Book, p. 93</p> <p><b>FLUENCY BOOSTER TEACHER’S COMPONENT*</b> <b>Lessons 1–30</b> Decodable Text Lesson Plan Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read.</p> <p>After Reading <i>Fluency Plan</i> On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.</p> <p>Lesson 2: Closed Syllables <b>“The Rocket Contest” Lesson Plan</b></p> <p>Lesson 7: Final e Syllables <b>“At the Lakeside” Lesson Plan</b></p> <p>Lesson 24: Short oo and Long oo <b>“Soup!” Lesson Plan</b></p> <p><b>Partner Reading</b> Partner Reading Instructional Resources Teacher’s Guide to Fluency Practice Book What Is Fluency? How Do We Teach Fluency? Teacher’s Guide to Partner Reading Texts Fluency Routines and Minilessons</p> <p style="text-align: center;"><i>continued</i></p>
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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL B / GRADE 2 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>LONG VOWELS/LONG A</p> <ul style="list-style-type: none"> <li>Level B (a, ai, ay, a_e, ea, eigh)</li> </ul> <p><b>“Nate, Don’t Be Late!”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> <li>Level B (e, e_e, ee, ea, y, ey, ie, ei)</li> </ul> <p><b>“A Piece of Cheese”</b> Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG O</p> <p>Level B (oa, ow, o-e, oe, o)</p> <p><b>“A Show on the Road”</b> Decodable Passage and Lesson Plan</p>
<p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>TEACHER’S EDITION</b></p> <p><b>Read Connected Text</b> Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><i>For example:</i> <i>If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word? (TE p. 146)</i></p> <p><b>“A Happy Baby”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 32</li> </ul> <p><b>“A Ride into the Wild”</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 146</li> </ul> <p><b>“Toy Drive!”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 26, SE/TE p. 270</li> </ul> <p><b>Read Connected Text</b> Decodable Passage Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><b>“A Place in Space”</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE p. 67/TE pp. 67–68</li> </ul> <p><b>“Sparky”</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE p. 191/TE pp. 191–192</li> </ul> <p><b>“My Dog, Rex”</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE p. 283/TE pp. 283–284</li> </ul>

**READING STANDARDS FOR FOUNDATIONAL SKILLS**



**READING STANDARDS FOR FOUNDATIONAL SKILLS**