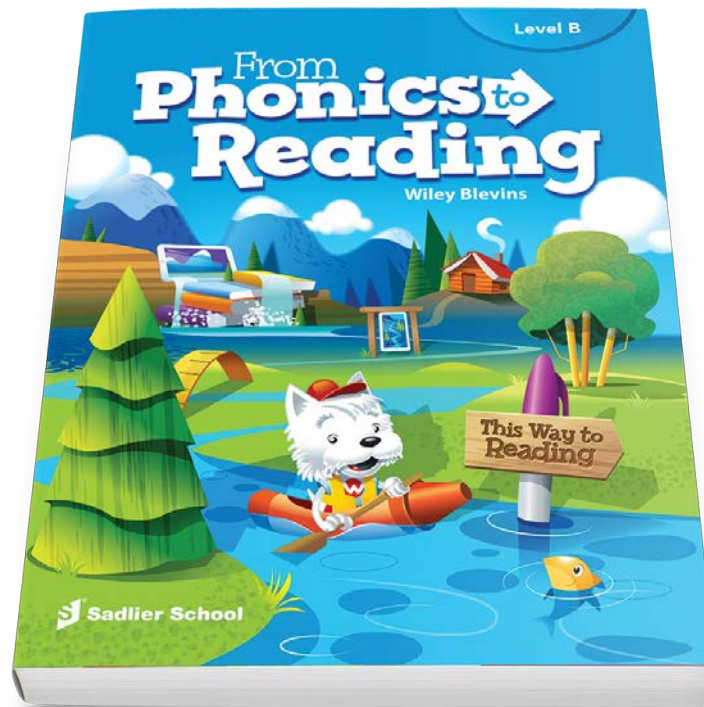


From Phonics to Reading

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 2



KEY ALIGNED CONTENT

Literacy Foundations

Phonological Awareness/Phonemic Awareness.....	2
Phonics.....	5
Fluency.....	12

ADDITIONAL ALIGNED CONTENT

Literacy Foundations

Oral Language.....	16
Vocabulary.....	20
Comprehension.....	24
Writing.....	30

Key Aligned Content

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.</p> <p><i>Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ë/ and /i/, /è/ and /ä/</i></p> <p><i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—pp. 9–18 • Lesson 2 Closed Syllables—pp. 19–28 <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 • Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo (oo can stand for the sound in the word <i>good</i> or the word <i>soon</i>)—pp. 247–256 • Lesson 27 Complex Vowel /ô/—pp. 277–286 • Lesson 28 Vowel Team Syllables—pp. 287–296 <p>Lesson Activities</p> <p>Word Building</p> <ul style="list-style-type: none"> • Syllable Building (build words from syllable cards)—pp. 24, 34, 76, 118, 138, 178, 230, 240, 292, 304, 314 <p>TEACHER’S EDITION</p> <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Sound Transfer (voiced and unvoiced sounds/focus on articulation)—TE pp. 9, 19, 29, 39, 49, 61, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>Word Study</p> <ul style="list-style-type: none"> • Inflectional Endings (double final consonant)—TE pp. 120, 130 (isolate base words/ending -ed can stand for /t/, /d/, or /ed/) <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Endings (double final consonant)—TE pp. 121, 131 (uncover base words/ending -ed can stand for /t/, /d/, or /ed/)

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>9. Demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.</p> <p><i>Examples:</i></p> <p><i>Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)</i></p> <p><i>Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)</i></p> <p><i>Deletion - Say fin. Now say fin, but don't say /f/. (in)</i></p> <p><i>Deletion - Say range. Now say range, but don't say /j/. (rain)</i></p> <p><i>Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip)</i></p> <p><i>Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (recognize different sounds/new word after replacing, deleting, or adding letters)—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Word Building • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (phonemic manipulation) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition) <ol style="list-style-type: none"> 1. Initial sound substitution (Replace the first sound in man with /p/.) 2. Final sound substitution (Replace the last sound in bad with /g/.) 3. Vowel substitution (Replace the middle sound in hat with /o/.) 4. Syllable deletion (Say noble without no.) 5. Initial sound deletion (Say sat without /s/.) 6. Final sound deletion (Say make without /k/.) 7. Initial phoneme in a blend deletion (Say slip without /s/.) 8. Final phoneme in a blend deletion (Say nest without /t/.) 9. Second phoneme in a blend deletion (Say slip without /l/.) 10. Initial sound addition (Add /s/ to the beginning of at.) 11. Final sound addition (Add /t/ to the end of res.) ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10 ◦ Phonemic Manipulation Routine (Addition)—p. 11 ◦ Phonemic Manipulation Routine (Deletion)—p. 12

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>b. Delete the initial sound in an initial blend in a one-syllable base word.</p> <p><i>Example: Say prank. Now say prank, but don't say /p/. (rank)</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Make New Words (delete the initial sound in an initial blend in a one-syllable base word)—pp. 44, 108, 190, 252, 262, 282 <p>Examples</p> <ul style="list-style-type: none"> • slip→lip; trip→rip; stop→top—p. 44 • tray→ray; brain→rain—p. 108 • spark→park—p. 190 • spool→pool—p. 252 • cloud→loud—p. 262 • stalk→talk—p. 282
<p>c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.</p> <p><i>Examples: Say snail. Now say snail, but don't say /n/. (sail)</i></p> <p><i>Say wind. Now say wind, but don't say /d/. (win)</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Make New Words (delete the medial and final sounds in blends in one syllable base words)—pp. 44, 148, 190, 200, 210, 252 <p>Examples</p> <ul style="list-style-type: none"> • trap→tap, p. 44 • fright→fight, p. 148 • spark→park, farm→far, p. 190 • stir→sir, p. 200 • form→for; shore→sore, p. 210 • brook→book, p. 252
<p>d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.</p> <p><i>Examples: bit, bet, bat; sat, sit; pit, pat</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Make New Words (apply phoneme chaining)—pp. 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 <p>Examples</p> <ul style="list-style-type: none"> • sand→send→sent; best→nest→pest, p. 54 • hole→mole→mule→male→mile, p. 66 • thin→than→that; chin→chip, p. 86 • sing→sung→sunk→sink; ring→rink, p. 96 • pay→bay→ray→tray, p. 108 • all→tall→stall→call→ball→wall, p. 282
<p>e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.</p> <p><i>Examples: fine, knife; cat, tack; park, carp</i></p>	<p>N/A</p>

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 2 Closed Syllables—pp. 19–28 • Lesson 3 Consonant + le Syllables—pp. 29–38 <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</p> <ul style="list-style-type: none"> • Lesson 6 Final e—pp. 61–70 • Lesson 7 Final e Syllables—pp. 71–80 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 11 Open Syllables—pp. 113–122 • Lesson 13 Vowel Team Syllables—pp. 133–142 • Lesson 17 Consonant + le Syllables—pp. 173–182 <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 18 r-Controlled Vowel /är/—pp. 185–194 • Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204 • Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214 • Lesson 21 r-Controlled Vowel /âr/—pp. 215–224 • Lesson 22 r-Controlled Vowel Syllables—pp. 225–234 • Lesson 23 Consonant + le Syllables—pp. 235–244 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo—pp. 247–256 • Lesson 27 Complex Vowel /ô/—pp. 277–286 • Lesson 28 Vowel Team Syllables—pp. 287–296 <p>Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> • Lesson 29 Review Syllable Types—pp. 299–308 • Lesson 30 Final Stable Syllables—pp. 309–318 <p>TEACHER'S EDITION Lesson Activities</p> <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Sound Transfer (schwa sound)—TE pp. 29, 173, 235
<p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.</p>	

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Example: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Syllable Building (build multisyllabic words from syllable cards)—pp. 24, 34, 76, 118, 138, 178, 230, 240, 292, 304, 314 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51–54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>c. Decode and encode words with three-consonant blends and blends containing digraphs.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons</p> <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</p> <ul style="list-style-type: none"> • Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 • Lesson 9 Consonant Digraphs (wh, ph, ng, nk/three-letter blends)—pp. 91–100 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Three-Letter Blends (scr, spl, squ, spr, str, thr)—p. 98 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Three-Letter Blends—TE p. 99
<p>d. Decode and encode words with consonant digraphs, trigraphs, and combinations. <i>Examples: qu, sh, ch, th, ph, wh, tch, dge</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</p> <ul style="list-style-type: none"> • Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 • Lesson 9 Consonant Digraphs (wh, ph, ng, nk/three-letter blends)—pp. 91–100
<p>e. Decode and encode words with variable vowel teams and vowel diphthongs. <i>Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long a (ai, ay, ea, eigh)—pp. 103–112 • Lesson 12 Long e (ee, ea, ey, ie, ei)—pp. 123–132 • Lesson 13 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 133–142 • Lesson 14 Long i (igh, ie)—pp. 143–152 • Lesson 15 Long o (oa, ow, oe)—pp. 153–162 • Lesson 16 Long u (ew, ue, iew)—pp. 163–172 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo (oo, ou, ough, ew, ue, ui)—pp. 247–256 • Lesson 25 Diphthong /ou/ (ou, ow)—pp. 257–266 • Lesson 26 Diphthong /oi/ (oi, oy)—pp. 267–276 • Lesson 27 Complex Vowel /ô/ (au, aw)—pp. 277–286 • Lesson 28 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 287–296
<p>f. Decode and encode words with vowel-r combinations.</p> <p><i>Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 18 r-Controlled Vowel /är/ (ar)—pp. 185–194 • Lesson 19 r-Controlled Vowel /ûr/ (er, ir, ur)—pp. 195–204 • Lesson 20 r-Controlled Vowel /ôr/ (or, ore, oar)—pp. 205–214 • Lesson 21 r-Controlled Vowel /âr/ (are, air, ear)—pp. 215–224 • Lesson 22 r-Controlled Vowel Syllables (ar, er, or, ur)—pp. 225–234
<p>g. Decode and encode words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns.</p> <p><i>Examples: wild, most, cold, colt, mind</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It—p. 143 (wild, find, kind) <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—pp. 145 (find, wild); cold, bolt, post, colt, jolt, hold, p. 155 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—p. 157 (old, cold, told) <p>Word Study</p> <ul style="list-style-type: none"> • Prefixes (un-, re-, dis-)—p. 170 (kind) <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—p. 206 (hold); 236, 248 (most) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage—pp. 169 (fold); 283 (most) <p>TEACHER’S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend—TE p. 143 (mild) <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Suffixes (-y, -ly)—TE p. 151 (kind) <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Guided Spelling/Dictation—TE p. 158 (cold) <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Suffixes—TE p. 203 (mind) <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Review—TE pp. 207 (hold); 249 (most) <p>Word Cards</p> <ul style="list-style-type: none"> • Cold, Old—TE p. 323
<p>h. Decode and encode words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /ã/.</p> <p><i>Examples: wash, water, wasp; tall, all, talk, small, fall</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—pp. 258 (water); 288 (warm, wash) <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words—p. 282 (all, tall, stall, call, ball, wall) <p>Word Study</p> <ul style="list-style-type: none"> • Related Words—p. 306 (wash, washed, washer, washes, washing) <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Review—TE pp. 261 (water); 291 (warm, wash)
<p>i. Decode and encode words with <i>or</i> after <i>w</i> read /er/.</p> <p><i>Examples: world, word, worm, worst, work</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—p. 206 (worn) <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—p. 248 (words); 310 (work) <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Review—TE p. 317 (work)
<p>j. Decode and encode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p> <p><i>Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Soft <i>c</i> and Soft <i>g</i>—p. 68 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Soft <i>c</i> and Soft <i>g</i>—TE p. 69 <p>See also Level C/Grade 3</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Hard and Soft <i>c</i> and <i>g</i>—SB p. 85/TE p. T100

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It—pp. 113 (lazy, baby, lady, pony); 123 (key, funny, happy, easy); 143 (my, try, sky, why, fly) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—p. 117 (baby, cozy, pony); 147 (cry, fry, why) <p>Word Building</p> <ul style="list-style-type: none"> • Syllable Building—pp. 118 (baby, cozy, hazy, lazy, tidy); 148 (my, try, fry, dry) <p>Word Study</p> <ul style="list-style-type: none"> • Soft c and Soft g—p. 68 (gym) • Inflectional Endings (change y to i)—p. 130 (story, try, baby, puppy, penny, study, empty, carry) • Suffixes (-y, -ly)—p. 150 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Soft c and Soft g—TE p. 69 (gym) • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Suffixes (-y, -ly)—TE p. 151
<p>l. Decode words with silent letter combinations. <i>Examples: kn, mb, gh</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Silent Letters (kn, wr, gn, mb)—p. 140 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Silent Letters (kn, wr, gn, mb)—TE p. 141
<p>m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 16 • “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 • More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Inflectional Ending -ing—p. 46 • Inflectional Ending -ed—p. 56 • Inflectional Endings (drop e)—p. 78 • Inflectional Endings (double final consonant)—p. 120 • Inflectional Endings (change y to i)—p. 130 • Suffixes (-y, -ly)—p. 150 • Compound Words—p. 160 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Inflectional Endings with Spelling Changes—p. 242 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Compound Words—p. 264 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • More Inflectional Endings with Spelling Changes—p. 294 • Related Words (same base word)—p. 306 • More Related Words (same base word)—p. 316 <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 17 • Word Study: Inflectional Ending -ing—TE p. 47 • Word Study: Inflectional Ending -ed—TE p. 57 • Word Study: Inflectional Endings (drop e)—TE p. 79 • Word Study: Inflectional Endings (double final consonant)—TE p. 121 • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Suffixes (-y, -ly)—TE p. 151 • Word Study: Compound Words—TE p. 161 • Word Study: Prefixes (un-, re-, dis-)—TE p. 171 • Word Study: Comparative Suffixes (-er, -est)—TE p. 193 • Word Study: Suffixes (-ful, -less)—TE p. 203 • Word Study: Inflectional Endings with Spelling Changes—TE p. 243 • Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255 • Word Study: Compound Words—TE p. 265 • Word Study: Prefixes (un-, re-, dis-, pre-, mis-)—TE p. 275 • Word Study: More Inflectional Endings with Spelling Changes—TE p. 295 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317
<p>n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p><i>Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what - (a is schwa or short o depending on dialect)</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (read high-frequency regularly and irregularly spelled words)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p>Word Study</p> <ul style="list-style-type: none"> • Abbreviations (capital letter at the beginning of day of week, title, address, initials)—p. 212 <p>TEACHER’S EDITION</p> <p>[Day 1] 2. High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write (chorally read each word in a context sentence, chorally spell it, write it two times)—TE pp. 10, 20, <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</p> <p>[Day 2] 2. High-Frequency Words</p> <ul style="list-style-type: none"> • Review/Extend (reteach using the Read-Spell-Write routine/ create oral sentences to say to a partner then write the sentences/add descriptive details or combine two ideas using <i>and</i>)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 <p>[Day 3] 2. High-Frequency Words</p> <ul style="list-style-type: none"> • Review/Use in Context (reteach high-frequency words/read sentences to a partner, record in their journals)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>[Day 4] 2. High-Frequency Words</p> <ul style="list-style-type: none"> • (Have children write a new sentence for each high-frequency word)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>[Day 5] 2. High-Frequency Words</p> <ul style="list-style-type: none"> • Review (chorally read each word, build each word with letter cards, read sentences written on Day 4)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Abbreviations (months, days of week, titles)—TE p. 213 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31–34 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Teacher’s Guide to High-Frequency Words <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31–34 • High-Frequency Word Assessments <ul style="list-style-type: none"> ◦ Directions/Next Steps ◦ Forms <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Level B)—pp. 10–11 ◦ High-Frequency Word Assessment: Student Form (Level B)—pp. 12–13

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>o. Decode and encode contractions <i>with am, is, has, not, have, would, and will.</i> <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Contractions—p. 110 TEACHER'S EDITION Sound-Spelling/Word Study <ul style="list-style-type: none"> • Word Study: Contraction—TE p. 111 High-Frequency Words <ul style="list-style-type: none"> • Read-Spell-Write: Spell (contractions)—TE p. 114 </p>

Fluency

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction <ul style="list-style-type: none"> • Blend It/Reading in Context/Daily Practice: Build Fluency—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 Read Connected Text <ul style="list-style-type: none"> • Connected Text (read multisyllabic words in context)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (read multisyllabic words in context)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 High-Frequency Words <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (two-syllable words)—pp. 21, 31, 73, 115, 175, 227, 237, 289, 301, 311 Build Fluency <ul style="list-style-type: none"> • Speed Drill (practice timed readings to improve speed)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 Cumulative Assessment <ul style="list-style-type: none"> • Fluency Check (listen to children read multisyllabic words/rate accuracy and fluency)—pp. 18, 28, 38, 48, 58, 70, 80, 90, 100, 112, 122, 132, 142, 152, 162, 172, 182, 194, 204, 214, 224, 234, 244, 256, 266, 276, 286, 296, 308, 318 <p style="text-align: right;"><i>continued</i></p> </p>

LITERACY FOUNDATIONS

Fluency

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency/Reread Connected Text and Write (practice Speed Drill words/reread Connected Text)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Build Fluency (reread decodable passages to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>Writing Extension</p> <ul style="list-style-type: none"> • Decodable Passage (reread decodable passage)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Build Fluency (reread previously read decodable passage to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 2 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

- **Build Fluency** (reread previous stories with a partner)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317

Home-School Connection

- **Build Fluency** (read with families/frequent repeated readings of decodable passages to build fluency)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315

Read Children's Books

- **Unit 1**—TE pp. 7 and 8: *Oscar Otter* by Nathaniel Benchley, *Thump and Plunk* by Janice May Udry, *The Little Red Hen* by Paul Galdone, *A Birthday Basket for Tia* by Pat Mora, *Amelia Bedelia's First Apple Pie* by Herman Parish
- **Unit 2**—TE pp. 59 and 60: *Sea Full of Sharks* by Betsy Maestro, *Chester's Way* by Kevin Henkes, *Osa's Pride* by Ann Grifalconi, *Pancakes, Pancakes!* by Eric Carle, *The Tale of Rabbit and Coyote* by Tony Johnston
- **Unit 3**—TE pp. 101 and 102: *The Lace Snail* by Betsy Byars, *Never Tease a Weasel* by Jean Conder Soule, *Roll Over!* by Mordicai Gerstein, *Cloudy with a Chance of Meatballs* by Judi Barrett, *Excuse Me! Certainly* by Louis Slobodkin
- **Unit 4**—TE pp. 183 and 184: *The Berenstain Bears and the Sitter* by Stan and Jan Berenstain, *Alligator Arrived with Apples: A Potluck Alphabet Feast* by Crescent Dragonwagon, *Before We Eat: From Farm to Table* by Pat Brisson, *The Uncorker of Ocean Bottles* by Michelle Cuevas, *Over and Under the Pond* by Kate Messner

ONLINE RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **Decodable Texts**—pp. 23–26
- **High-Impact Routines by Wiley Blevins**
 - **Video: Decodable Texts**

Student and Family Resources

- **Student Fluency Sentences** (each lesson)—Student Fluency Sentences may be used in class to model fluent reading for students. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly.

continued

LITERACY FOUNDATIONS

Fluency

GRADE 2 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

	<p>Instructional Resources</p> <ul style="list-style-type: none"> • Student Fluency Report (each unit) <p>Cumulative Assessments</p> <ul style="list-style-type: none"> • Fluency Check (each lesson) <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Decodable Passage (each lesson) <p>Fluency</p> <ul style="list-style-type: none"> • Teacher’s Guide to Fluency <ul style="list-style-type: none"> ◦ What Is Fluency? ◦ Supporting Fluency Development • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level B—pp. 13–18 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/ *Assess Fluency (wcpm); 2. Introduce the Repeated Reading Fluency Routine; 3. Model Fluency: Intonation; 4. Echo Read and Choral Read; 5. Repeated Readings Chart; 6. Oral Recitation; 7. Model Fluency: Phrasing (using prepositions); 8. Phrase-Cued Text; 9. Paired Repeated Readings; 10. Repeated Readings Chart; 11. Reader’s Theater; 12. Oral Recitation; 13. Audiobook Modeling; 14. Model Fluency: Intonation; 15. Repeated Readings Chart/ *Assess Fluency (wcpm); 16. Model Fluency: Phrasing (using subjects/predicates); 17. Oral Reading Model; 18. Oral Recitation Lesson; 19. Model Fluency: Phrasing (using conjunctions); 20. Repeated Readings Chart; 21. Model Fluency: Intonation; 22. Model Fluency: Phrasing (using prepositions); 23. Reader’s Theater; 24. Oral Recitation Lesson; 25. Repeated Readings Chart; 26. Model Fluency: Phrasing (using subjects/predicates); 27. Oral Reading Model; 28. Paired Repeated Reading; 29. Phrase-Cued Text; 30. *Assess Fluency (wcpm)
<p>13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—“Off on a Trip,” p. 42; “Would You Like?” p. 116; “Scarecrow Joe,” p. 156; “Star Party,” p. 188; “A Silly Poem,” p. 238; “Around We Go,” p. 260 • Decodable Passage: Poem—“A Year of Seasons,” p. 97 <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—TE pp. 42, 116, 156, 188, 238, 260 • Decodable Passage: Poem—TE p. “A Year of Seasons,” p. 98

Additional Aligned Content

LITERACY FOUNDATIONS

Oral Language

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	Children discuss stories and concepts in groups and with partners, as well as actively listen and speak clearly as they participate in teacher-supervised call-and-response activities in each lesson.
2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (children answer comprehension questions in complete sentences)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (children answer comprehension questions in complete sentences)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.	<p>Opportunities for students to use oral language for various purposes are provided in activities throughout the program.</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read aloud)—"Start a Book Club" (all kinds of books: fairy tales, scary books, books with facts)—p. 218 <p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read aloud) <ul style="list-style-type: none"> ○ Poems—pp. 42, 116, 156, 188, 238, 260 ○ Riddles—pp. 52, 166, 250 ○ Stories—pp. 146, 198, 228 ○ Fable—p. 176 ○ Letter—p. 280 ○ Informational text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Text (read aloud) <ul style="list-style-type: none"> ○ Poem—p. 97 ○ Riddle—p. 35 ○ Stories—pp. 25, 109, 129, 179, 191, 211, 241, 253, 283, 293 ○ Letter—p. 55 ○ Personal essay/Personal narrative—pp. 67, 159 ○ Informational text—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315

LITERACY FOUNDATIONS

Oral Language

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>b. Use complex sentence structures when speaking.</p>	<p>Use of complex sentence structures is modeled and may be monitored by the teacher.</p> <p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read aloud)—pp. 94 (What does a whale think about when it sees people watching it?); 126 (When it is complete, the dam will trap water and make a round pond.); 136 (When you are done eating breakfast, you will be ready to face the new day!); 280 (When I saw you carry a cage down the hall, I thought you had a hawk in it!); 290 (After her bath, Jewel is not longer gray.) • Decodable Text (read aloud)—pp. 221 (With a growl, she scares any animal that dares to come near them.); 231 (Once we arrived, he let us taste berries that grew in the garden.)
<p>c. Ask and answer questions to seek help, clarify meaning, or get information.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (ask and answer comprehension questions with a partner)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
<p>3. Demonstrate oral literacy skills by participating in a variety of oral language activities.</p> <p><i>Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories</i></p>	<p>Opportunities for developing and demonstrating oral literacy skills are provided in each lesson, especially with the choral reading of and discussing Read Connected Text selections.</p> <p>See also related content</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences to say to a partner/expand by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>SPEAKING</p> <p>4. Orally answer <i>who, what, when, where, why,</i> and <i>how</i> questions about a text or conversation, using complete sentences to provide key ideas and details.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Interact with the Text (discuss text-based writing prompt with a partner)—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (children answer comprehension questions in complete sentences, find details in text to support their <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Oral Language

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>answers)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</p> <ul style="list-style-type: none"> • Decodable Passage (children answer comprehension questions in complete sentences, find details in text to support their answers)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>SPEAKING 5. Create recordings of stories or poems.</p>	<p>Children may record each lesson’s Decodable Passage as directed and assisted by the teacher, aides, or parents. See modeling</p> <p>ONLINE RESOURCES Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Decodable Passage (professional narration of Decodable Passage for each lesson)
<p>SPEAKING 6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Dear Family</p> <ul style="list-style-type: none"> • Extend the Learning (draw a picture of a word that uses a featured skill)—pp. 183 & 184 <p>TEACHER’S EDITION Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary (use pictures/pantomime/gestures)—TE pp. 9, 19, 29, 39, 39, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Word Cards—TE p. 319, 321, 323, 325, 327 • Letter and Syllable Cards—TE p. 320, 322, 324, 326, 328 <p>ONLINE RESOURCES Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Decodable Passage (professional narration of Decodable Passage for each lesson)
<p>SPEAKING 7. Demonstrate standard English usage when speaking.</p>	
<p>a. Use collective nouns.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—p. 51 (clump) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—pp. 85 (bunch); 219 (pair) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Oral Language

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Introduction</p> <ul style="list-style-type: none"> Blend It—p. 81 (batch); 215 (pair); 247 (group) <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—p. 228 (forest); p. 260 (crowds/crowd) Decodable Passage—p. 231 (herd) <p>Word Building</p> <ul style="list-style-type: none"> Syllable Building—p. 304 (litter)
<p>b. Form and use frequently-occurring irregular plural nouns.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Irregular Plurals—p. 232 (men, feet, mice, teeth, women, geese) More Irregular Plurals—p. 284 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—p. 288 (people) <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Word Study: Irregular Plurals—TE p. 237 Word Study: Make Irregular Plurals—TE p. 285
<p>c. Use reflexive pronouns.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage—p. 87 (herself) <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—p. 196 (myself) <p>“Reading Big Words” Strategy</p> <ul style="list-style-type: none"> Step 5—p. 332 (yourself)
<p>d. Form and use past tense forms of frequently-occurring irregular verbs.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill—pp. 51 (felt); 105 (became); 249 (grew) <p>Word Building</p> <ul style="list-style-type: none"> Make New Words—p. 54 (held, sent, bent) <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—pp. 62 (saw); 72 (said); 186 (found); 206 (hurt); 216 (read) <p>Introduction</p> <ul style="list-style-type: none"> Blend It—pp. 143 (bit); 153 (told, retold); 195 (wore); 247 (grew) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Oral Language

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out—p. 157 (told) <p>Word Study</p> <ul style="list-style-type: none"> Homophones—p. 180 (rode) <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—pp. 208 (went, hurt); 312 (sent)
<p>e. Use adjectives and adverbs.</p>	<p>Connected Text and Decodable Passage selections feature adjectives and adverbs in context.</p> <p>See additional modeling*</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adjectives)—pp. 20 (funny); 174 (clean); 248 (full) <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adverbs)—pp. 134 (even); 196 (now); p. 288 (very)
<p>f. Produce and expand complete simple and compound sentences when speaking.</p>	<p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create and expand oral sentences by adding descriptive details/create compound sentences by combining two ideas using <i>and</i>)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

Vocabulary

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.</p>	
<p>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>STUDENT BOOK</p> <p>Word Study</p> <ul style="list-style-type: none"> Word structure lessons—pp. 16, 26, 36, 46, 56, 78, 120, 130, 150, 160, 170, 192, 202, 242, 254, 264, 274, 294, 306, 316 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Word structure lessons—TE pp. 17, 47, 57, 79, 121, 131, 151, 161, 171, 193, 203, 243, 255, 265, 275, 295, 307, 317

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p>	
<p>a. Use knowledge of antonyms and synonyms.</p>	<p>See Level C/Grade 3</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—p. 127/TE p. T154 • Context Clues: Antonyms, Synonyms—p. 227/TE p. T282
<p>b. Distinguish shades of meaning among verbs and adjectives.</p> <p><i>Examples:</i></p> <p>Act out, jog, gallop, and sprint to distinguish shades of meaning in words related to run.</p> <p><i>pretty, beautiful, gorgeous; tiny, small, petite</i></p>	<p>N/A</p>
<p>c. Use knowledge of homophones to determine use of the correct word.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (homophones)—pp. 127 (piece/peace); 219 (pair/pear) <p>Word Study</p> <ul style="list-style-type: none"> • Homophones—p. 180 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Homophones—TE p. 181
<p>d. With prompting and support, interpret figurative language.</p>	<p>N/A</p>
<p>17. Analyze meaningful parts of words and phrases in discussions and/or text.</p>	
<p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p><i>Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Possessives—p. 88 • Irregular Plurals (add -s or -es at end of most words to form regular plurals)—p. 232 • More Irregular Plurals (add -s or -es at end of most words to form regular plurals)—p. 284 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

- b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
- Examples: -less, -ful, -est*
- Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.*

TEACHER'S EDITION

Sound-Spelling/Word Study

- Word Study: Possessives—TE p. 89

STUDENT BOOK/TEACHER'S EDITION

Word Study

- Inflectional Ending -s—p. 16
- “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26
- More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36
- Inflectional Ending -ing—p. 46
- Inflectional Ending -ed—p. 56
- Inflectional Endings (drop e)—p. 78
- Inflectional Endings (double final consonant)—p. 120
- Inflectional Endings (change y to i)—p. 130
- Suffixes (-y, -ly)—p. 150
- Compound Words—p. 160
- Prefixes (un-, re-, dis-)—p. 170
- Comparative Suffixes (-er, -est)—p. 192
- Suffixes (-ful, -less)—p. 202
- Inflectional Endings with Spelling Changes—p. 242
- Suffixes (-ful, -less, -y, -ly)—p. 254
- Compound Words—p. 264
- Prefixes (un-, re-, dis-, pre-, mis-)—p. 274
- More Inflectional Endings with Spelling Changes—p. 294
- Related Words (same base word)—p. 306
- More Related Words (same base word)—p. 316

TEACHER'S EDITION

Sound-Spelling/Word Study

- Word Study: Inflectional Ending -s—TE p. 17
- Word Study: Inflectional Ending -ing—TE p. 47
- Word Study: Inflectional Ending -ed—TE p. 57
- Word Study: Inflectional Endings (drop e)—TE p. 79
- Word Study: Inflectional Endings (double final consonant)—TE p. 121
- Word Study: Inflectional Endings (change y to i)—TE p. 131
- Word Study: Suffixes (-y, -ly)—TE p. 151
- Word Study: Compound Words—TE p. 161
- Word Study: Prefixes (un-, re-, dis-)—TE p. 171
- Word Study: Comparative Suffixes (-er, -est)—TE p. 193
- Word Study: Suffixes (-ful, -less)—TE p. 203
- Word Study: Inflectional Endings with Spelling Changes—TE p. 243
- Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255
- Word Study: Compound Words—TE p. 265

continued

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Word Study: Prefixes (un-, re-, dis-, pre-, mis-)—TE p. 275 • Word Study: More Inflectional Endings with Spelling Changes—TE p. 295 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317
<p>18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary)—p. 222 <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Homographs (check a dictionary)—TE p. 222 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary)—TE p. 223 • More Irregular Plurals (check spellings in a dictionary)—TE p. 285 <p>Learning Center</p> <ul style="list-style-type: none"> • Short Vowel Switch (confirm words in a print or online dictionary)—TE p. 10 • Syllable Concentration (confirm words in a print or online dictionary)—TE pp. 30, 174 • Spin and Spell (confirm words in a print or online dictionary)—TE p. 62 • Spelling Patterns (confirm words in a print or online dictionary)—TE pp. 154, 248 • Syllable Match-up (confirm words in a print or online dictionary)—TE p. 310
<p>19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It/Reading in Context (introduce new vocabulary)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify any difficult word/sound it out/use cues to confirm meaning in text/make personal connections)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify any difficult word/sound it out/use cues to confirm meaning in text/make personal connections)—TE pp. 45–46, 77–78, 87–88, 119–120, 139–140, 149–150, 169–170, 201–202, 221–222, 231–232, 263–264, 273–274, 305–306, 315–316

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>READING</p> <p>20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Challenge (academic/domain-specific words for advanced learners)—pp. 9, 39, 49, 61, 81, 91, 103, 123, 143, 153, 163, 185, 195, 205, 215, 247, 257, 267, 277
<p>WRITING</p> <p>21. Use grade-level academic and domain-specific vocabulary in writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children reread the Decodable Passage then write about what they learned)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>TEACHER'S EDITION</p> <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Interact with the Text (write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read then discuss content with partners)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Decodable Passage (read independently then chorally/ discuss content with partners)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316
23. Identify the main story elements in a literary text.	
<p>a. Explain the plot of a narrative, using textual evidence to list the major events in sequence.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (stories)—pp. 146, 198, 228 • Decodable Passage (stories)—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss main story elements)—TE pp. 146, 198, 228 • Decodable Passage (discuss main story elements)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294
<p>b. Describe the characters’ traits, feelings, and behaviors in a story.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Stories—“A Ride into the Wild,” p. 146; “A Laughing Game,” p. 198; “Mark and the Tigers,” p. 228 • Decodable Passage: Stories—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe characters and events in stories)—pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (describe and analyze characters, action, and ideas in the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe the characters and action in the story)—TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295
<p>c. Describe the setting of a narrative, using textual evidence.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Stories (discuss setting)—TE pp. 146, 290

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>d. Identify the central message or moral of a story.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—Fable: “Lion and Mouse” (moral of the story)—p. 176 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (write a new moral or lesson for the story)—TE p. 176
<p>e. Identify the theme in myths, fables, and folktales.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—Fable: “Lion and Mouse” (moral of the story)—p. 176
<p>24. Identify the main idea and supporting details of literary and informational texts.</p>	
<p>a. Explain how the supporting details contribute to the main idea.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details to support answers to comprehension questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (find details to support answers to comprehension questions)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>b. Recount or summarize key ideas from the text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (recount/discuss key ideas and events in text to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (recount/discuss key ideas and events in text to a partner)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <p>a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.</p> <p>b. Explain how specific features can clarify a text or enhance comprehension.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (title/bullet points/numbered list)—pp. 32, 84, 136, 218 • Decodable Passage (title/numbered list)—pp. 149, 263
<p>26. Compare and contrast important details presented by two texts on the same topic or theme.</p> <p>a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.</p> <p><i>Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl</i></p> <p>b. Compare and contrast story elements of literary texts.</p> <p><i>Examples: characters, settings, sequence of events, plots</i></p>	<p>N/A</p>
<p>27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.</p>	<p>N/A</p>
<p>28. Establish a purpose before reading literary and informational texts to enhance comprehension.</p> <p><i>Examples: for pleasure, to identify main idea, to gather information or facts on a topic</i></p>	<p>N/A</p>
<p>READING</p> <p>29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.</p> <p><i>Examples: pronoun references, word substitution using synonyms, conjunctions</i></p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Make New Words—p. 14 (but) <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 154 (because); 226 (so); 236 (but) <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—p. 155 (so) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 198 (so); 238 (but); 290 (so); 302 (but) • Decodable Passage—p. 241 (but, and) <p>Introduction</p> <ul style="list-style-type: none"> • Blend It—p. 205 (therefore)
<p>READING</p> <p>30. Read and comprehend literary and informational texts.</p> <ol style="list-style-type: none"> State and confirm predictions about a text. Use background knowledge to make connections to new text. Draw conclusions based on the text. 	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (literary and informational texts)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (literary and informational texts)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss comprehension questions/personal connections to the text/draw conclusions)—TE pp. pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (discuss comprehension questions/personal connections to the text/draw conclusions)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>READING</p> <p>31. Use information from a text to determine the author’s purpose in different forms of informational and literary texts.</p>	<p>Related content</p> <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss comprehension questions)—TE pp. pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (discuss comprehension questions)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>READING</p> <p>32. Identify rhyme schemes in poems or songs.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—“Off on a Trip,” p. 42; “Would You Like?” p. 116; “Scarecrow Joe,” p. 156; “Star Party,” p. 188; “A Silly Poem,” p. 238; “Around We Go,” p. 260 • Decodable Passage: Poem—“A Year of Seasons,” p. 97 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—TE pp. 42, 116, 156, 188, 238, 260 • Decodable Passage: Poem—"A Year of Seasons," p. 98
<p>READING</p> <p>33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—"Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260 • Decodable Passage: Poem—"A Year of Seasons," p. 97 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems (use of words/rhymes)—TE pp. 42, 116, 156, 188, 238, 260 • Decodable Passage: Poem (use of words/rhymes)—TE pp. "A Year of Seasons"—p. 98
<p>READING</p> <p>34. Differentiate between fact and opinion in a text.</p> <ol style="list-style-type: none"> Use prior knowledge and information gathered from research to evaluate opinions in texts. Use textual evidence and gathered research from reliable sources to prove facts. 	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (text dealing with opinions)—"A Few More Riddles!" p. 166; "Start a Book Club," p. 218; "More Riddles," p. 250 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss opinions/tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302 • Decodable Passage (discuss opinion/tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316
<p>LISTENING</p> <p>35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (children chorally read the text aloud then discuss questions and answers)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (children chorally read the text aloud then discuss questions and answers)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>WRITING</p> <p>36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, and so</i>, to help build syntactic awareness and comprehension at the sentence level.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create compound sentences by adding descriptive details and combining two ideas/phrases using <i>and</i>)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>37. Write legibly.</p>	
<p>a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.</p>	<p>Children practice forming manuscript letters and developing handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>See Level A/Grade 1</p> <p>ONLINE RESOURCES Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ○ Pencil Grip—p. 1 ○ Posture—p. 2 ○ Spacing—p. 3 ○ Strokes—p. 3 ○ General Tips—p. 4 ○ Letter Formation Guide—pp. 5–8 ○ Level A (Grade One) Handwriting Scope and Sequence—pp. 12–14 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.</p>	N/A
<p>c. Form uppercase and lowercase letters in cursive.</p>	N/A

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

- a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.t

STUDENT BOOK/TEACHER'S EDITION

Lessons

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

- Lesson 2 Closed Syllables—pp. 19–28
- Lesson 3 Consonant + le Syllables—pp. 29–38

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

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

Unit 3 Review Long Vowels; Transition to Longer Words

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

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

- Lesson 22 r-Controlled Vowel Syllables—pp. 225–234

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

- Lesson 28 Vowel Team Syllables—pp. 287–296

Unit 6 Syllable Types Review

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

Lesson Activities

Word Building

- **Syllable Building** (build words from syllable cards)—pp. 24, 34, 76, 118, 138, 178, 230, 240, 292, 304, 314

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - Multisyllabic Words—pp. 51–54
- Instructional Support by Wiley Blevins
 - Video: Multisyllabic Words

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION Word Building</p> <ul style="list-style-type: none"> • Syllable Building (build multisyllabic words from syllable cards)—pp. 24, 34, 76, 118, 138, 178, 230, 240, 292, 304, 314 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51–54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j. <i>Examples: have, give, save; cage, rage, budge, lodge</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—p. 10 (have); 30 (live); 50 (give) <p>Introduction</p> <ul style="list-style-type: none"> • Blend It—pp. 61 (have, live, stove); 195 (birdcage) <p>Word Study</p> <ul style="list-style-type: none"> • Soft c and Soft g—p. 68 (stage, large, huge) <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—pp. 63 (hive, five, dive, huge, cave, brave); 73 (alive) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 77 (cages, refuge); 126 (lodge); 280 (cage) <p>TEACHER’S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Review—TE p. 17 (have) <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Soft c and Soft g—TE p. 69 (cage, wage) <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write—TE p. 126 (lodge)
<p>d. Encode one- and two-syllable words with long and short vowel patterns.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—pp. 9–18 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long a—pp. 103–112 • Lesson 12 Long e—pp. 123–132 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Lesson 13 Vowel Team Syllables—pp. 133–142 • Lesson 14 Long i—pp. 143–152 • Lesson 15 Long o—pp. 153–162 • Lesson 16 Long u—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo—pp. 247–256 • Lesson 27 Complex Vowel /ô/—pp. 277–286 • Lesson 28 Vowel Team Syllables—pp. 287–296 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (short or long vowels/decode regularly spelled one- and two-syllable words)—pp. 9, 103, 113, 123, 133, 143, 153, 163, 247 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (regularly spelled one- and two-syllable words with long vowel spelling patterns)—pp. 11, 105, 115, 125, 135, 145, 155, 165, 249 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (one- and two-syllable words with long vowel spellings)—pp. 12, 106, 116, 126, 136, 146, 156, 166, 250
<p>e. Encode words with two- and three-consonant blends, including those containing digraphs.</p> <p><i>Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Three-Letter Blends (scr, spl, squ, spr, str, thr)—p. 98 <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Three-Letter Blends—TE p. 99
<p>f. Encode words with consonant digraphs, trigraphs, and combinations.</p> <p><i>Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 • Lesson 9 Consonant Digraphs (wh, ph, ng, nk/three-letter blends)—pp. 91–100

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>g. Encode words with the common vowel teams, including diphthongs. <i>Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, igh</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long a (ai, ay, ea, igh)—pp. 103–112 • Lesson 12 Long e (ee, ea, ey, ie, ei)—pp. 123–132 • Lesson 13 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 133–142 • Lesson 14 Long i (igh, ie)—pp. 143–152 • Lesson 15 Long o (oa, ow, oe)—pp. 153–162 • Lesson 16 Long u (ew, ue, iew)—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo (oo, ou, ough, ew, ue, ui)—pp. 247–256 • Lesson 25 Diphthong /ou/ (ou, ow)—pp. 257–266 • Lesson 26 Diphthong /oi/ (oi, oy)—pp. 267–276 • Lesson 27 Complex Vowel /ô/ (au, aw)—pp. 277–286 • Lesson 28 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 287–296
<p>h. Encode words with vowel-r combinations. <i>Examples : ar, or, ir, er, ur, air, ear, oar</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 18 r-Controlled Vowel /är/ (ar)—pp. 185–194 • Lesson 19 r-Controlled Vowel /ür/ (er, ir, ur)—pp. 195–204 • Lesson 20 r-Controlled Vowel /ôr/ (or, ore, oar)—pp. 205–214 • Lesson 21 r-Controlled Vowel /âr/ (are, air, ear)—pp. 215–224 • Lesson 22 r-Controlled Vowel Syllables (ar, er, or, ur)—pp. 225–234
<p>i. Encode words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns. <i>Examples: wild, cold, most, colt, mind</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It—p. 143 (wild, find, kind) <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—pp. 145 (find, wild); 155 (cold, bolt, post, colt, jolt, hold) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—p. 157 (old, cold, told) <p>Word Study</p> <ul style="list-style-type: none"> • Prefixes (un-, re-, dis-)—p. 170 (kind) <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 206 (hold); 236 (most); 248 (most) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage—pp. 169 (fold); 283 (most) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>TEACHER'S EDITION Introduce Sound-Spelling <ul style="list-style-type: none"> Learn and Blend—TE p. 143 (mild) Sound-Spelling/Word Study <ul style="list-style-type: none"> Word Study: Suffixes (-y, -ly)—TE p. 151 (kind) Teacher Table: Intervention <ul style="list-style-type: none"> Guided Spelling/Dictation—TE p. 158 (cold) Sound-Spelling/Word Study <ul style="list-style-type: none"> Word Study: Suffixes—TE p. 203 (mind) High-Frequency Words <ul style="list-style-type: none"> Review—TE pp. 207 (hold); 249 (most) Word Cards <ul style="list-style-type: none"> Cold, Old—TE p. 323 </p>
<p>j. Encode words with <i>a</i> after <i>w</i> read /ă/ and <i>a</i> before <i>l</i> read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write—pp. 258 (water); 288 (warm, wash) Word Building <ul style="list-style-type: none"> Make New Words—p. 282 (all, tall, stall, call, ball, wall) Word Study <ul style="list-style-type: none"> Related Words—p. 306 (wash, washed, washer, washes, washing) TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Review—TE pp. 261 (water); 291 (warm, wash) </p>
<p>k. Encode words with <i>or</i> after <i>w</i> read /er/. <i>Examples: world, word, worm, worst, work</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Build Fluency <ul style="list-style-type: none"> Speed Drill—p. 206 (worn) High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—p. 248 (words); 310 (work) TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Review—TE p. 317 (work) </p>
<p>l. Encode words with hard and soft <i>c</i> and <i>g</i>. <i>Examples: carry, cent; game, giraffe</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Soft <i>c</i> and Soft <i>g</i>—p. 68 TEACHER'S EDITION Sound-Spelling/Word Study <ul style="list-style-type: none"> Word Study: Soft <i>c</i> and Soft <i>g</i>—TE p. 69 <p style="text-align: right;"><i>continued</i></p> </p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>See also Level C/Grade 3</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Hard and Soft c and g—SB p. 85/TE p. T100
<p>m. Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words..</p> <p><i>Examples: fly, my; baby, happy; myth, gym</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It—pp. 113 (lazy, baby, lady, pony); 123 (key, funny, happy, easy); 143 (my, try, sky, why, fly) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—p. 117 (baby, cozy, pony); 147 (cry, fry, why) <p>Word Building</p> <ul style="list-style-type: none"> • Syllable Building—pp. 118 (baby, cozy, hazy, lazy, tidy); 148 (my, try, fry, dry) <p>Word Study</p> <ul style="list-style-type: none"> • Soft c and Soft g—p. 68 (gym) • Inflectional Endings (change y to i)—p. 130 (story, try, baby, puppy, penny, study, empty, carry) • Suffixes (-y, -ly)—p. 150 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Soft c and Soft g—TE p. 69 (gym) • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Suffixes (-y, -ly)—TE p. 151
<p>n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.</p> <p><i>Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 16 • “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 • More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Inflectional Ending -ing—p. 46 • Inflectional Ending -ed—p. 56 • Inflectional Endings (drop e)—p. 78 • Inflectional Endings (double final consonant)—p. 120 • Inflectional Endings (change y to i)—p. 130 • Suffixes (-y, -ly)—p. 150 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Suffixes (-ful, -less, -y, -ly)—p. 254 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • More Inflectional Endings with Spelling Changes—p. 294 • Related Words (same base word)—p. 306 • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 17 • Word Study: Inflectional Ending -ing—TE p. 47 • Word Study: Inflectional Ending -ed—TE p. 57 • Word Study: Inflectional Endings (drop e)—TE p. 79 • Word Study: Inflectional Endings (double final consonant)—TE p. 121 • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Suffixes (-y, -ly)—TE p. 151 • Word Study: Comparative Suffixes (-er, -est)—TE p. 193 • Word Study: Suffixes (-ful, -less)—TE p. 203 • Word Study: Inflectional Endings with Spelling Changes—TE p. 243 • Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255 • Word Study: More Inflectional Endings with Spelling Changes—TE p. 295 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p><i>Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa); from- (o is schwa); what- (a is schwa or short o depending on dialect)</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p>TEACHER’S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Review—TE pp. 11, 13, 21, 23, 31, 33, 41, 43, 51, 53, 63, 65, 73, 75, 83, 85, 93, 95, 105, 107, 115, 117, 125, 127, 135, 137, 145, 147, 155, 157, 165, 168, 175, 177, 187, 189, 197, 199, 207, 209, 217, 219, 227, 229, 237, 239, 249, 251, 259, 261, 269, 271, 279, 281, 289, 291, 301, 303, 311, 313

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>p. Encode contractions with <i>am, is, has, not, have, would, and will</i>, using apostrophes appropriately.</p> <p><i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Contractions—p. 110 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Contractions—TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell (contractions)—TE p. 114
<p>q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.</p> <p><i>Examples: their/they're/there; eight/ate; cent/scent/sent</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Homophones—p. 180 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Homophones—TE p. 181
<p>39. Organize a list of words into alphabetical order according to first, second, and third letters.</p>	<p>See Level K/Kindergarten related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • Letter Sequence—p. 10 • Lowercase Letters (letter sequence)—p. 22
<p>WRITING</p> <p>40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice</p> <ul style="list-style-type: none"> • Write About It (use lesson words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (add to the story/write a different ending)—TE pp. 146, 198, 228
<p>WRITING</p> <p>41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text: Write about the text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 149, 169, 208, 218, 263, 270, 312 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children reread the Decodable Passage then write about what they learned)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>TEACHER’S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (children write about the Decodable Passage or add a new paragraph/new ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270
<p>WRITING</p> <p>42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (write about the text)—“A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166; “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218; “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302 • Decodable Passage (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (opinions)—TE pp. 32 (choose a tip then write why they think it is the best); 312 (why or why not vacation in space?)
<p>WRITING</p> <p>43. Write complete sentences demonstrating knowledge of punctuation conventions.</p>	
<p>a. Utilize commas with words in a series in a sentence.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: “Pine Cones” (Other seeds move with the help of mice, chipmunks, and birds.)—p. 64 • Connected Text: “Whale Watching” (There is one by the ship, and another, and another!)—p. 94 • Connected Text: “Squawk and Talk” (It’s cool that you study macaws, geese, and other birds.)—p. 280
<p>b. Use apostrophes to form contractions and possessives. <i>Examples: contractions with am, is, has, not (I’m, she’s, don’t)</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION Word Study</p> <ul style="list-style-type: none"> • Possessives (use an apostrophe)—p. 88 • Contractions (use an apostrophe)—p. 110 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Possessives—TE p. 89 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell (contractions)—TE p. 114
<p>c. Use punctuation to set off interjections.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage: "The Big Log" (Yuck!)—p. 15 • Decodable Passage: "A Nutty Picnic" (Well,)—p. 25 • Decodable Passage: "A Year of Seasons" (phew,)—p. 97 • Connected Text: "Busy as a Beaver" (Crash!)—p. 126 • Decodable Passage: "Nate, Don't Be Late!" (Oh, no!)—p. 109 • Connected Text: "Lion and Mouse" (Oh,)—p. 176 • Decodable Passage: "Escape from Danger" (Oh, no!)—p. 201 • Connected Text: "The Dog Wash" (Wow!)—p. 290
<p>d. Expand sentences using frequently-occurring conjunctions. <i>Examples: because, so, but</i></p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand sentence by combining two ideas using <i>and</i>)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 <p>See also related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Make New Words—p. 14 (but) <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 154 (because); 226 (so); 236 (but) <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—p. 155 (so) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 198, 290 (so); 238, 302 (but) • Decodable Passage—p. 241 (but)
<p>WRITING</p> <p>44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (reread the Decodable Passage then produce complete sentences about what was learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>WRITING 45. Demonstrate understanding of standard English language conventions when writing.</p>	
<p>a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.</p>	<p>Related content</p> <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand on one sentence by adding adjectives)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text* (determine if the word is a noun or verb)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage* (determine if the correct word is a noun or verb)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 1254, 264, 274, 284, 294, 306, 316 <p>*Connected Text and Decodable Passage selections feature the modeling of nouns, verbs, adjectives, and adverbs in context.</p>
<p>b. Form regular nouns and verbs by adding -s or -es.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s (verbs)—p. 16 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s (verbs)—TE p. 17 <p>See also Level K/Kindergarten content</p> <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Plural Nouns with -s—TE pp. 83, 243, 283 • Plural Nouns with -es—TE p. 255 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Plural Nouns with -s—TE pp. 181, 243, 283 • Word Study: Plural Nouns with -es—TE p. 255
<p>c. Form and use simple present and past verb tenses.</p>	<p>Related content</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss verbs)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Text (discuss verbs)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>d. Form plurals by changing <i>-y</i> to <i>-ies</i>.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Inflectional Endings (change <i>y</i> to <i>i</i>)—p. 130 (story/stories, puppy/puppies, penny/pennies) TEACHER'S EDITION Sound-Spelling/Word Study <ul style="list-style-type: none"> • Word Study: Inflectional Endings (change <i>y</i> to <i>i</i>)—TE p. 131 See also modeling STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text: "A Happy Baby"—p. 32 (baby/babies, story/stories) </p>
<p>e. Form and use frequently-occurring irregular plural nouns and verbs.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Irregular Plurals—p. 232 • More Irregular Plurals—p. 284 TEACHER'S EDITION Sound-Spelling/Word Study <ul style="list-style-type: none"> • Word Study: Irregular Plurals—TE p. 233 • Word Study: Make Irregular Plurals—TE p. 285 </p>
<p>f. Use plural possessives.</p>	<p>Related content STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Possessives (use an apostrophe)—p. 88 TEACHER'S EDITION Sound-Spelling/Word Study <ul style="list-style-type: none"> • Word Study: Possessives (use an apostrophe)—TE p. 89 </p>
<p>WRITING 46. Gather and use research to answer questions to complete a research product. a. Create topics of interest for a research project. b. Create questions to gather information for a research project. c. Find information from a variety of sources. <i>Examples: books, magazines, newspapers, digital media</i></p>	<p>Related content TEACHER'S EDITION Unit Opener <ul style="list-style-type: none"> • Read Children's Books (use the library to locate children's books that apply newly learned phonics skills)—TE pp. 7 & 8, 59 & 60, 101 & 102, 183 & 184, 245 & 246, 297 & 298 Learning Center <ul style="list-style-type: none"> • Syllable Hunt (search through picture books, old magazines, catalogs for kinds of words)—TE p. 72 </p>
<p>d. Define <i>plagiarism</i> and explain the importance of using their own words.</p>	<p>N/A</p>