

# 95 Phonics Core Program®

GRADE 2

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Product sample

# Contents

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Introduction →

---

Classroom kit contents →

---

Scope and sequence →

---

Lesson sample, Lesson 6 →

---

Student workbook sample, Lesson 6 →

---

Assessment sample, Unit 2 →

---

Sound-spelling card list →

---

Alignment to CCSS foundational skills →

# Introduction

# Introduction

## Description of *95 Phonics Core Program*® (*95PCP*®)

The *95 Phonics Core Program*® is a K–3 phonics strand taught with the whole class within the Tier 1 reading block. This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 30 weekly lessons in this program are designed to teach for 20 minutes daily as one portion of a comprehensive reading and language arts curriculum. This program serves as a phonics and word study strand that enriches the other important strands of a school's existing literacy program, including read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

Teachers can extend the time beyond 20 minutes if a slower pace is desirable, or they wish to add more practice opportunities. The program also includes an optional weekly spelling list of 10 words; teachers choosing to use this will need an additional 5 minutes on Day 5 to dictate the 10 words for a weekly spelling test.

## Rationale for Developing the *95 Phonics Core Program*

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company's history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group's intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students' phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new Tier 1 phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is that it provides explicit routines in each of the important components of phonics instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group's phonics assessments and intervention materials so students will have consistent gestures, chip colors, and routines between Tier 1 and intervention. New decodable text was written specifically for these lessons so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the provided plastic bags home filled with Student Workbooks, manipulatives, downloaded parent instructions, and spelling lists. These materials can be used from home in unison with the Presentation files when teachers instruct students on videoconferencing platforms.

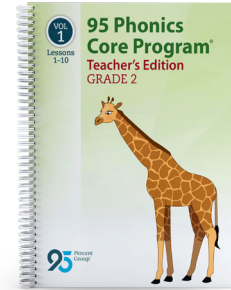
# Classroom kit contents

## ELEMENTS INCLUDED

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### Teacher's Edition (TE)

The Classroom Kit includes 3 full-color, spiral-bound TE volumes for grade 2. Each TE volume includes 10 lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The TE provides easy-to-follow lesson plans with scripts and rigorous, but engaging, routines grounded in the science of reading.



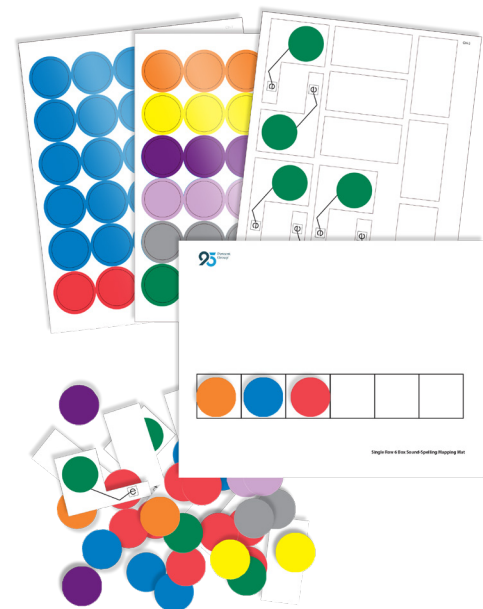
### Student Workbook set (SW)

There are 4 SW volumes for the school year. Each SW volume is 50–75 pages and contains either 7 or 8 lessons with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes copies of passages that students can write on, word lists and columns for sorting words by pattern, boxes for word mapping, tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions. The Classroom Kit includes SW sets for 20 students.



### Student manipulatives with phonics chips

The Classroom Kit includes 20 individual student sets of phonics chips and Sound-Spelling (SS) Mapping Mats. The student chips and SS Mats are durable, laminated cardstock. Students move the colored chips into sound boxes to represent words the teacher dictates; after mapping the sounds in a word, students write the letters in the appropriate sound boxes in the Student Workbook.

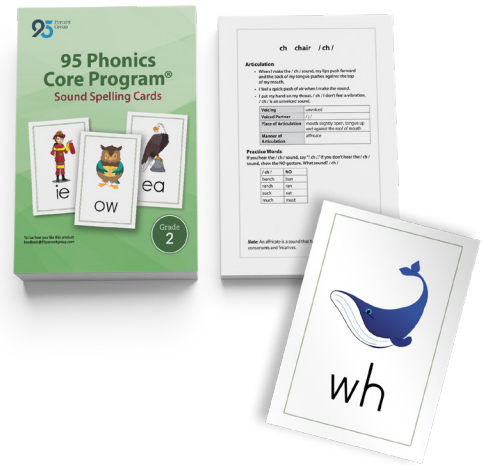


## ELEMENTS INCLUDED

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### Sound-Spelling Cards

This set of cards is printed in full color on the front and grayscale on the back. The 6" x 9" cards are printed on cover stock for durability. They also have a special treatment that not only protects the cards from mold, mildew, fungi, and bacteria but also makes them easy to clean. Teachers can hold up the cards during instruction or post them around the classroom as a quick reference to remind students of the keywords and letter-sound associations. The back side of the cards contains tips and reminders for teachers as they present each sound and letter association.



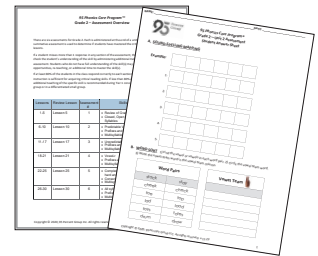
### Presentation files

These 30 HTML animated files contain images to guide instruction of the 5 days in that week's lesson. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a video conferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.



### Assessment

Teachers administer this summative assessment to the whole class to determine if students mastered the unit content. Teachers can download and copy the assessment and student forms from the Customer Portal.



### Product training video and other teacher support

This one-hour training video provides an overview of the program and tips for teaching the lessons. This video is accessible on the Customer Portal by all teachers who have Classroom Kits. More extensive professional development is available either virtually or in person for an additional fee. The product's resource page on the customer portal will be updated with teacher support tips and resources including parent letters in both Spanish and English. Teachers should check back frequently for additional resources.

# Scope and sequence

# 95 Phonics Core Program<sup>®</sup> Grade 2

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
<b>Review of Grade 1 Skills</b>				
1	Initial Blends, Consonant Digraphs, and Floss Rule	pull, sit, tell		
2	Initial 3-Letter Blends and Final Blends	best, both, fast, wash, wish		<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (addition w/ blends)</li> <li>Identify/read/write closed, silent-e, and open syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> </ul>
3	Phonograms	call, cold, sing	Prefixes: re-, un-	<ul style="list-style-type: none"> <li>Reading/writing common contractions</li> <li>Comprehension: oral/written response</li> </ul>
4	Long Vowel Silent-e (a, e, i, o, u); Open Syllable Type	five, gave, made, <b>write</b> , why		
5	Inflected Endings (-s/es, -ed, -ing) <b>Administer Unit 1 Assessment</b>	would, <b>very</b> , your	Prefixes: dis-, mis-	
6	Predictable Vowel Teams (igh, oa)	its, right		<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (deletion w/ blends and substitution)</li> <li>Identify/read/write closed, silent-e, open, and vowel team syllables</li> </ul>
7	Predictable Vowel Teams (ee, oe)	around, <b>don't</b> , green, sleep	Prefixes: fore-, pre-	<ul style="list-style-type: none"> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Continued application with inflected endings (-ed/-ing)</li> <li>Instruction/application of possessive and plural possessive nouns</li> </ul>
8	Predictable Vowel Teams (ai, ay, oi, oy)	<b>their</b> , us	REVIEW — Prefixes: dis-, fore-, mis-, pre-, re-	<ul style="list-style-type: none"> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> <li>Comprehension: oral/written response</li> </ul>
9	Predictable Vowel Teams (au, aw)	or, <b>been</b> , before		
10	REVIEW: Predictable Vowel Teams <b>Administer Unit 2 Assessment</b>	<b>always</b> , <b>friend</b>	Suffixes: -ful, -less	
11	Unpredictable Vowel Teams (2 sounds for ie)	buy, these, those	Suffixes: -ly, -ness	
12	Unpredictable Vowel Teams (2 sounds for ow)	<b>does</b> , <b>goes</b>	REVIEW — Suffixes: -ful, -less, -ly, -ness	<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (substitution)</li> <li>Identify/read/write closed, silent-e, open, and vowel team syllables</li> </ul>
13	Unpredictable Vowel Teams (2 sounds for ea)	<b>use</b> , which	Suffixes: -able, -wise	<ul style="list-style-type: none"> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> </ul>
14	Unpredictable Vowel Teams (2 sounds for oo)	many	Prefixes: sub-, under-	<ul style="list-style-type: none"> <li>Instruction on schwa</li> <li>Comprehension: oral/written response</li> </ul>
15	Unpredictable Vowel Teams (2 sounds for ou)	found	Suffixes: -er, -est	
16	Unpredictable Vowel Teams (2 sounds for ew)	<b>because</b> , upon	Prefixes: de-, in-/im-	
17	REVIEW: Unpredictable Vowel Teams <b>Administer Unit 3 Assessment</b>	read		

\*High Frequency Words in bold italic are taught/mapped as "heart words."

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# 95 Phonics Core Program<sup>®</sup> Grade 2

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
Vowel-r	18 Vowel-r (ar, or, w+ar, w+or)	work	Suffixes: -dom, -y	<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (substitution)</li> <li>Identify/read/write closed, silent-e, open, vowel team, and vowel-r syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> <li>Comprehension: oral/written response</li> </ul>
	19 Vowel-r (er, ur, ir)	first	Prefixes: super-, trans-	
	20 Vowel-r Phonograms (air/are, oar/ore, ear/ere)	off	Suffixes: -ish, -ity	
21	REVIEW: Vowel-r and Vowel-r Phonograms <b>Administer Unit 4 Assessment</b>	<b>REVIEW</b>	Suffix: -ious	
Complex Consonants	22 Silent Letters (gn, kn, mb, wr)	<b>REVIEW</b>		<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (substitution)</li> <li>Identify/read/write closed, silent-e, open, vowel team, and vowel-r syllables</li> <li>Instruction on complex syllable division</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Continued application with inflected ending (-ed)</li> <li>Instruction/application of past tense irregular verbs and irregular plural nouns</li> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> <li>Comprehension: oral/written response</li> </ul>
	23 Complex Consonant (ck/k, tch/ch, dge/ge)	<b>REVIEW</b>	Prefixes: mid-, over-	
	24 Hard and Soft c/g	<b>REVIEW</b>		
	25 REVIEW: Silent Letters, Complex Consonants, Hard and Soft c/g <b>Administer Unit 5 Assessment</b>	Grade 3 Preview	Suffixes: -ment, -some	
Introduction to Grade 3 Skills	26 Consonant-le Syllable Type		Suffix: -tion	<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (addition, deletion, substitution)</li> <li>Identify/read/write all 6 syllable types (single and multisyllable)</li> <li>Instruction on complex, open, and vowel team syllable division rules</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with Latin roots</li> <li>Comprehension: oral/written response</li> </ul>
	27 Closed and Long Vowel Silent-e Syllable Types		Latin Root: trac/tract Prefixes: ex- REVIEW — Affixes: dis-, re-, sub-, -tion	
	28 Open and Vowel Team Syllable Types		REVIEW — Prefixes: dis-, mis-, re-, un-	
	29 Vowel-r Syllable Type	Grade 3 Preview	Latin Roots: mot/mov, port, trac/tract REVIEW — Prefixes: dis-, re-, trans- Suffix: -ion	
	30 REVIEW: The Six Syllable Types <b>Administer Unit 6 Assessment</b>		REVIEW - Prefixes: mid-, over-, trans- REVIEW - Suffixes: -ful, -less, -ly, -able	

\*High Frequency Words in bold italic are taught/mapped as "heart words."

# Lesson sample

## LESSON 6

## Predictable Vowel Teams igh and oa

### Teacher Copies of the Passages



#### Passage 1 – Literary

#### Roaming Goat

1           The big goats saw Joan, a small goat, loafing in the grass by the old  
2 oak. Joan's goal was to roam, but they said she was too small to roam. Joan  
3 liked soaking up the sun, but she could not stop thinking of the sights that  
4 might be over the hill. She asked Buck Goat to let her roam to the big oak on  
5 top of the hill.

6           The trip up the hill was the most fun Joan had in a long time! She could  
7 see sights over the hill from the big oak. The sunlit sky was bright and the grass  
8 so soft. She saw lights on the road down the hill. The things roaming the road  
9 made her frantic. She ran home to Buck Goat and asked what the lights and  
10 roaming things might be. He spoke of traffic lights and trucks on the roads.

11           At night, Joan was thinking of when she might get to roam again. She  
12 wanted to munch the grass and see the lights on the roads. Joan saw Toad  
13 as he croaked and hopped next to the oak. Toad was roaming and Joan  
14 wanted to go too. Joan went roaming over the hill with Toad, hoping she  
15 might see the sights. Toad and Joan went down the hill and Toad jumped out  
16 on the road. Lights were flashing and trucks were roaming the roads.

17           Toad crossed the road, but Joan moaned and said it was time for bed.  
18 She ran over the hill past the big oak to Buck Goat and gave a big sigh.  
19 Roaming was fun, but Joan was glad to be home for the night.

igh		oa		
bright	sight	croak	moan	Toad
light		goal	oak	
might		goat	road	
night		Joan	roam	
sigh		loaf	soak	

Word Count*
277
Pattern Words
67 (24%)

\* including title

## Passage 2 – Informational

A Toad's Life

1 Do you think it might be fun to be a toad? Let's find out what the life of  
2 a toad might be like.

3 You can find toads from coast to coast. Toads like soaking on the banks  
4 of ponds and lakes. It is a sight to see toads floating on big pads in ponds and  
5 lakes. Toads do not like the cold and can get a slight chill. Some toads hop out  
6 to soak up shafts of light in the sunlit sky. A toad out under the sunlit sky might  
7 not sit too long. Too long in the hot sun will roast the toad's skin.

8 Toads connect at night on land. Toads roam to hunt. They see well in dim  
9 light and go hunting for bugs and grubs on land. If a bug in flight lands by a  
10 toad, it will soon slide down the toad's throat. It is sad to say, but some toads  
11 get hit on the road while roaming at night.

12 At night, all toads will croak. Male toads croak the most when looking  
13 for a mate. When they croak, you see the toad's throat go up and down.  
14 The croak of toads may be in tune, like a song! At times, you might think the  
15 croaking toads will not let you doze. To stop the croaking, you would have to  
16 take baskets of toads away.

17 Do you admit it might be fun to be a toad? Could you be coaxed into  
18 being a toad?

igh		oa	
flight	slight	coast	roam
light		coax	roast
might		croak	soak
night		float	throat
sight		road	toad

Word Count*
251
Pattern Words
54 (22%)

\* including title



## Learning Objective

Students demonstrate understanding of the igh and oa vowel team patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.

# DAY 1



2 min

## Phonological Awareness Warm-Up

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say steam: (**steam**) Delete /s/ from the beginning. Word? **team**

Say stuck: (**stuck**) Delete /s/ from the beginning. Word? **tuck**

Say crane: (**crane**) Delete /k/ from the beginning. Word? **rain**

Say crib: (**crib**) Delete /k/ from the beginning. Word? **rib**

Say plate: (**plate**) Delete /p/ from the beginning. Word? **late**

Say clap: (**clap**) Delete /k/ from the beginning. Word? **lap**

Say crash: (**crash**) Delete /k/ from the beginning. Word? **rash**

Say play: (**play**) Delete /p/ from the beginning. Word? **lay**

Say smart: (**smart**) Delete /s/ from the beginning. Word? **mart**

Say slit: (**slit**) Delete /s/ from the beginning. Word? **lit**

Say twin: (**twin**) Delete /t/ from the beginning. Word? **win**

Say street: (**street**) Delete /s/ from the beginning. Word? **treat**


Say smash: (**smash**) Delete /s/ from the beginning. Word? **mash**

Say cluck: (**cluck**) Delete /k/ from the beginning. Word? **luck**

Say brim: (**brim**) Delete /b/ from the beginning. Word? **rim**

Say strip: (**strip**) Delete /s/ from the beginning. Word? **trip**

## Phonics Pattern

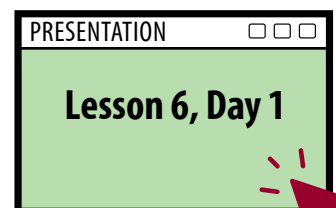
 Today we are learning to read and spell words with a new syllable type. This syllable is called a vowel team. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. In this lesson, we will learn 2 vowel teams: i-g-h and o-a.

Words with a vowel team have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together.






5 min



Practice the gesture with me. |  vowel team



Let's look at this week's vowel team pronunciations and their keywords. As I show each one, say the keyword and then say the vowel sound while showing the gesture. Both of this week's vowel teams are pronounced with a long vowel sound.

Keyword Images to Display	Keywords	Sounds	Vowel Team Gesture
igh 	night	/ī/	
oa 	oat	/ō/	

**SORT WORDS**

(Display throat.)

 I'm going to look for the i-g-h and o-a vowel team patterns. Watch the steps I use:

1. I find the vowel letters by pointing to them. There are 2 vowel letters side by side—o and a.
2. This word follows the o-a vowel team syllable type and the gesture looks like this,  (Gesture and say "vowel team.")
3. The vowel sound is /ō/.
4. I place the word under the /ō/ oat column.  (Don't read the word yet.)

(Display sigh.)

Let's sort the next word together. I'll answer and gesture with you.

- Look at this word. What do I do first? **find the vowels**
  - Yes, let's pretend to touch the vowel letter or letters.
- How many vowel letters? **1**
  - Is the vowel letter an i? **yes** What letters are after i? **g and h** This vowel team is spelled with 3 letters, *i-g-h*. The letters *g-h* are part of the 3-letter spelling of the vowel sound.

**Note:** Display the Sound-Spelling Cards for these vowel teams so the students have a visual cue to reference throughout the lesson.

**Note:** The letters *g* and *h* become part of a vowel team when they follow the single vowel letter *i*. When these 3 letters team up, they are pronounced with 1 sound, /ī/.

throat 




throat



sigh 

sigh



- Syllable type and gesture?  vowel team
- Vowel sound? /i/
- Where does this word go?  igh  under the /i/ night column

igh 	oa 
sigh	throat



Now it's your turn. Turn to page 48 in your Student Workbook. Identify the vowel team pattern in each word and say the vowel sound. Then, write the word under the correct column.

### Answer Key

igh 	oa 
sigh	throat
fight	coach
bright	toad
night	loan
tight	oak
might	soap

**Note:** Even though there are 3 letters in the vowel team *igh*, the 2-finger gesture represents all vowel teams regardless of spelling.

### Routine for Word Sorting:

- Find the vowel or vowels.
- How many vowel letters?
- Are the vowel letters side by side?
- Syllable type and gesture?
- Vowel sound?
- Where does this word go?

1. coach
2. toad
3. fight
4. loan
5. bright
6. night
7. oak
8. tight
9. soap
10. might

## Writing



8 min

### SOUND-SPELLING MAPPING

You already know 2 ways to read and spell the long i and long o sounds using the long vowel silent-e and the open syllable patterns. In this activity, when you hear a long i or long o sound in a word, it's spelled with the vowel team *i-g-h* or *o-a*.

Now we're going to spell words that have a closed syllable or this week's vowel team patterns. Watch how I use the Sound-Spelling Mapping paper. Each box holds only 1 sound.

The word is groan.

- First, I figure out how many boxes I need.
  - I finger-stretch and say the sounds: /g/ /r/ /ō/ /n/ - 4 sounds
  - I need 4 boxes. I tap and place a dot in the corner for each sound I hear: /g/ /r/ /ō/ /n/
- Now, I spell the sounds.
  - Letter *g* in the first box
  - Letter *r* in the second box
  - Letters *o-a* in the third box
    - Remember, the o and a go in the same box because they spell 1 sound, which is pronounced /ō/.
  - Letter *n* in the fourth box
- Sounds? /g/ /r/ /ō/ /n/
- Word? groan

.	.	.	.		
---	---	---	---	--	--

g	r	oa	n		
---	---	----	---	--	--

Let's try the next word together. The word is night. Word? **night**

- Figure out how many boxes we'll use.
  - Finger-stretch and say the sounds in night. /n/ /ī/ /t/ How many sounds? **3**
  - How many boxes? **3** Tap and place a dot for each sound. /n/ /ī/ /t/
- Spell the sounds.
  - Which letter spells the /n/ sound? **n** Which box? **first**
  - Which letter or letters spell the /ī/ sound? **i-g-h** Which box? **second**
    - Remember, the i-g-h go in the same box because they spell 1 sound, which is pronounced /ī/.
  - Which letter spells the /t/ sound? **t** Which box? **third**
- Sounds? /n/ /ī/ /t/
- Word? **night**

.	.	.			
---	---	---	--	--	--

n	igh	t			
---	-----	---	--	--	--



Now it's your turn. Turn to page 48 in your Student Workbook. Here are the steps:

1. Finger-stretch and place a dot in the bottom right corner of the boxes you'll need.
2. Write the letters. Remember that each sound gets its own box.
3. Whisper the sounds and read the word to yourself.

## Answer Key

Words to Dictate	Correct Answers in Student Workbook	Words to Dictate	Correct Answers in Student Workbook
night	n . igh . t .	4. this	th . i . s .
1. toast	t . oa . s . t .	5. thigh	th . igh .
2. fright	f . r . igh . t .	6. best	b . e . s . t .
3. boast	b . oa . s . t .	7. roam	r . oa . m .

## Passage Reading



5 min

**PASSAGE 1 – UNDERLINE PATTERN WORDS**

Now we'll practice finding vowel team words. Today's passage is about a small goat wanting to roam.

We are going to look for words that have the i-g-h and o-a vowel teams and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Roaming* has a vowel *o* followed by the vowel *a* so I make the vowel team gesture and underline it. Help me find more words to underline. Hold up the vowel team gesture when you see another word with i-g-h or o-a, and I'll underline it. (Continue underlining igh and oa vowel team words above the black line.)



Now it's your turn. Turn to page 46 in your Student Workbook. Here are the steps:

1. Begin below the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a word with an i-g-h or o-a vowel team, underline it.

I'll give you a few minutes and we'll check them together.

# DAY 2

## Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say click: ( <b>click</b> ) Delete /k/ from the beginning. Word? <b>lick</b>	Say bleed: ( <b>bleed</b> ) Delete /b/ from the beginning. Word? <b>lead</b>
Say clog: ( <b>clog</b> ) Delete /k/ from the beginning. Word? <b>log</b>	Say spoke: ( <b>spoke</b> ) Delete /s/ from the beginning. Word? <b>poke</b>
Say swell: ( <b>swell</b> ) Delete /s/ from the beginning. Word? <b>well</b>	Say blab: ( <b>blab</b> ) Delete /b/ from the beginning. Word? <b>lab</b>
Say flip: ( <b>flip</b> ) Delete /f/ from the beginning. Word? <b>lip</b>	Say school: ( <b>school</b> ) Delete /s/ from the beginning. Word? <b>cool</b>
Say stale: ( <b>stale</b> ) Delete /s/ from the beginning. Word? <b>tail</b>	Say scam: ( <b>scram</b> ) Delete /s/ from the beginning. Word? <b>cram</b>
Say clean: ( <b>clean</b> ) Delete /k/ from the beginning. Word? <b>lean</b>	Say slot: ( <b>slot</b> ) Delete /s/ from the beginning. Word? <b>lot</b>
Say clamp: ( <b>clamp</b> ) Delete /k/ from the beginning. Word? <b>lamp</b>	Say shrink: ( <b>shrink</b> ) Delete /sh/ from the beginning. Word? <b>rink</b>
Say spill: ( <b>spill</b> ) Delete /s/ from the beginning. Word? <b>pill</b>	Say steak: ( <b>steak</b> ) Delete /s/ from the beginning. Word? <b>take</b>

## Phonics Pattern




2 min

### READING PATTERN WORDS

#### Review the Pattern

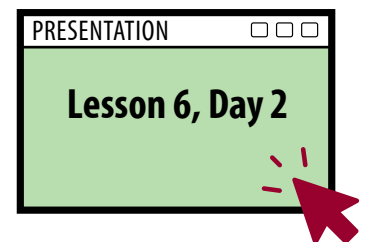
We're continuing to read and spell words with i-g-h and o-a vowel teams. Let's review.

Words with a vowel team have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

Show me the gesture and say the syllable type.  **vowel team**

Let's review the pronunciations of this week's vowel teams.

- How is the vowel team *i-g-h* pronounced? /ī/
- How is the vowel team *o-a* pronounced? /ō/



**Read Pattern Words**

Now, we're going to read words with a closed syllable or one of this week's vowel teams.

When I show you a word, follow these steps:

1. Find the vowels and say the number of vowel letters.
2. Check if the vowels are side by side or say "no" if there is only 1 vowel in the word.
3. Say the syllable type and show the gesture.
4. Say the vowel sound and keyword.
5. Read the word.

**Answer Key****Words on Presentation**

1. (2, yes, vowel team, /ō/ oat) - loan	5. (3, yes, vowel team, /i/ night) - right
2. (1, no, closed, /ō/ octopus) - blot	6. (2, yes, vowel team, /ō/ oat) - coat
3. (3, yes, vowel team, /i/ night) - slight	7. (1, no, closed, /i/ itch) - slit
4. (2, yes, vowel team, /ō/ oat) - bloat	8. (3, yes, vowel team, /i/ night) - might

**Routine for Word Reading:**

- Find the vowels.
- How many vowel letters?
- Are the vowels side by side?
- Syllable type and gesture?
- Vowel sound and keyword?
- Word?

1. loan
2. blot
3. slight
4. bloat
5. right
6. coat
7. slit
8. might

**Phonics Pattern**

4 min

**PATTERN AND CONTRAST WORDS**

Let's practice identifying words that fit the pattern and words that do not.

Watch what I do.

(Display cloak.)

The first word is cloak.

- First, I point to the vowel or vowels and identify the syllable type.
  - I see 2 vowel letters side by side, *o* and *a*.
  - This word follows the o-a vowel team pattern.
  - I whisper "vowel team" while making the vowel team syllable gesture.
  - I whisper the vowel sound /ō/.
- I place the word *cloak* under the /ō/ oat column.
- Finally, I slide a finger under the word and whisper "cloak."



cloak

cloak



igh 	oa 	<b>NO</b> 
	cloak	






Now it's your turn. Turn to page 49 in your Student Workbook. Let's review the steps.

1. Look at the word to decide if it follows the vowel team syllable pattern.
2. Whisper the syllable type and show the gesture.
3. Whisper the vowel sound.
4. Write the word under the correct column.
5. Whisper read the word.

I'll check back with you in a few minutes and then you can check your answers.

**Answer Key**

igh 	oa 	
flight	cloak	clock
light	road	rode
sight	boat	site
right	groan	

1. flight
2. light
3. clock
4. road
5. rode
6. sight
7. boat
8. right
9. groan
10. site

**Writing**



7 min

**SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS**

We're going to practice moving sound chips into boxes and then writing the letters to spell the words.

Today we have a new chip. The yellow chip represents the single sound of a vowel team. It reminds us that, while vowel teams are spelled with more than 1 vowel, they are pronounced as 1 sound.

Let's do one together. Watch me move the chips and write the letters.

The word is bright. Word? **bright**

Chips	Letters
<ul style="list-style-type: none"> <li>• Finger-stretch bright. <b>/b/ /r/ /i/ /t/</b></li> <li>• How many sounds? <b>4</b> How many boxes should I dot? <b>4</b></li> <li>• First sound? <b>/b/</b> Chip? <b>blue</b></li> <li>• Second sound? <b>/r/</b> Chip? <b>blue</b></li> <li>• Third sound? <b>/i/</b> Chip? <b>yellow</b></li> <li>• Fourth sound? <b>/t/</b> Chip? <b>blue</b></li> </ul>	<ul style="list-style-type: none"> <li>• Which letter spells the <b>/b/</b> sound? <b>b</b></li> <li>• Which letter spells the <b>/r/</b> sound? <b>r</b></li> <li>• Which letter or letters spell the <b>/i/</b> sound? <b>i-g-h</b></li> <li>• Which letter spells the <b>/t/</b> sound? <b>t</b></li> <li>• Sounds? <b>/b/ /r/ /i/ /t/</b></li> <li>• Word? <b>bright</b></li> </ul>

Four boxes with dots: . . . .

Two colored circles: orange and red.

Four colored chips in boxes: blue, blue, yellow, blue.

Word mapping: b . r . igh . t .

Now it's your turn. Get your chips and mat ready. Remember to place the blue consonant and orange digraph chips on the left side, and the red short vowel and yellow vowel team chips on the right side. Lay out the following chips on your mat:

- 3 blue chips
- 1 orange chip
- 1 red chip
- 1 yellow chip

Does your mat look like this?

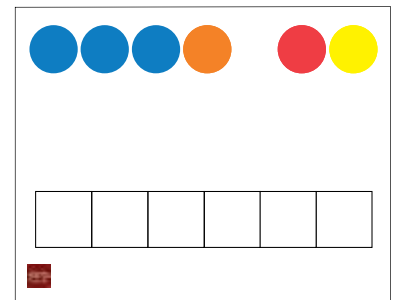


Now it's your turn. Turn to page 49 in your Student Workbook. Here are the steps:

1. I'm going to say a word and you'll repeat it.
2. Finger-stretch the sounds and place dots in your workbook.
3. Then, say each sound and move the chips on your mat.
4. Say each letter and write it in your workbook.
5. Finally, say each sound and whisper read the word.

### Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
bright		b . r . igh . t .
1. crack		c . r . a . ck .
2. fright		f . r . igh . t .
3. croak		c . r . oa . k .
4. high		h . igh .
5. sit		s . i . t .
6. goat		g . oa . t .



### Routine for Chip Movement:

- Finger-stretch sounds.
  - How many sounds?
  - How many boxes?
  - Dot boxes in workbook.
- Sound? Chip? (repeat for each sound)
- Which letter spells the /\_/ sound? (repeat for each sound)
- Sounds?
- Word?

## Passage Reading



3 min

### PASSAGE 1 – READ PASSAGE

Now we'll read the passage we underlined yesterday. The passage is about a small, curious goat named Joan who wanted to roam away from her home to see new sights.

First, we'll read some of the underlined words together. When you see a word with an i-g-h or o-a vowel team, make the vowel team gesture and read the word. What are the underlined words in the title? **roaming**, **goat** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 46 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

## Comprehension



2 min

### WRITTEN RESPONSE



In your Student Workbook, look at page 50. Complete the sentence about the passage. I'll give you a minute to do this, and then I'll ask for a couple of students to share what they wrote.

Joan wanted to see \_\_\_\_\_. (RL.2.1) (answers vary: sights, over the hill, lights on the road)

## DAY 3

### Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say fly: (**fly**) Delete /f/ from the beginning. Word? **lie**

Say craft: (**craft**) Delete /k/ from the beginning. Word? **raft**

Say grub: (**grub**) Delete /g/ from the beginning. Word? **rub**

Say sport: (**sport**) Delete /s/ from the beginning. Word? **port**

Say blow: (**blow**) Delete /b/ from the beginning. Word? **low**

Say crime: (**crime**) Delete /k/ from the beginning. Word? **rime**

Say stall: (**stall**) Delete /s/ from the beginning. Word? **tall**

Say start: (**start**) Delete /s/ from the beginning. Word? **tart**

Say fright: (**fright**) Delete /f/ from the beginning. Word? **right**

Say clog: (**clog**) Delete /k/ from the beginning. Word? **log**

Say sway: (**sway**) Delete /s/ from the beginning. Word? **way**

Say fried: (**fried**) Delete /f/ from the beginning. Word? **ride**

Say stow: (**stow**) Delete /s/ from the beginning. Word? **tow**

Say snow: (**snow**) Delete /s/ from the beginning. Word? **no**

Say plump: (**plump**) Delete /p/ from the beginning. Word? **lump**

Say cramp: (**cramp**) Delete /k/ from the beginning. Word? **ramp**

## Phonics Pattern

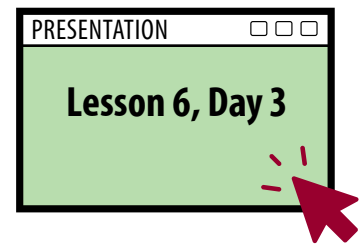


2 min

### WORD READING ACCURACY

Look at the words. Let's read them together. As you read each word, hold up the vowel team gesture. In the final row, there are multisyllable words with 2 closed syllables. While you read these words, hold up the closed gesture using both hands for each syllable.

coach	groan	road	throat
high	load	sigh	oak
roast	flight	tight	bright
object	insult	dentist	frantic



## Writing



8 min

### SYLLABLE MAPPING

Today we're going to practice spelling multisyllable words with closed and silent-e syllables. We've done syllable mapping before so let's do one together.

The word is compete. Word? **compete**

- I tap 1 box for each syllable we hear: **com/pete** How many syllables? **2**

--	--

- Now, I write the letters that spell the sounds in each syllable.

<p>First syllable? <b>com</b></p> <ul style="list-style-type: none"> <li>- First sound? /k/ Letter? <b>c</b></li> <li>- Second sound? /ɔ/ Letter? <b>o</b></li> <li>- Third sound? /m/ Letter? <b>m</b></li> <li>- Syllable type and gesture? <b>closed</b></li> <li>- Syllable? <b>com</b></li> </ul>	<p>Second syllable? <b>pete</b></p> <ul style="list-style-type: none"> <li>- First sound? /p/ Letter? <b>p</b></li> <li>- Second sound? /ɛ/ Letter or letters? <b>e and a silent-e after the next consonant</b></li> <li>- Third sound? /t/ Letter? <b>t followed by e</b></li> <li>- Syllable type and gesture? <b>silent-e</b></li> <li>- How do I mark the silent-e? <b>a V connecting the vowels</b></li> <li>- Syllable? <b>pete</b></li> </ul>
--	--

com

com **pete**

- Word? **compete**



Now it's your turn. Turn to page 50 in your Student Workbook. Here are the steps:

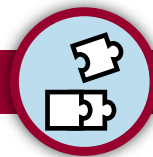
1. I'll say a word and you repeat it.
2. Tap a box for each syllable you hear.
3. For each syllable, say the sounds, write the letters, and say the syllable type while showing the gesture.
4. Mark a V connecting the vowels if the word follows the silent-e pattern.
5. Write the multisyllable word in the last column and whisper read it to yourself.

**Note:** Remind students that they can finger-stretch sounds to spell the syllables.

### Answer Key

Words to Dictate	First Syllable	Second Syllable	Word
compete	com	pete	compete
1. invade	in	vade	invade
2. mishap	mis	hap	mishap
3. magnet	mag	net	magnet
4. plastic	plas	tic	plastic
5. riptide	rip	tide	riptide

## Morphology



3 min

**INFLECTED ENDINGS**

Now we will review the verb endings *-ed* and *-ing*. Remember, verbs are used to describe an action. What are some examples of verbs?

(Allow the students to share examples of verbs.)

Remember, the meaning of the verb changes when an ending is added.

- When the ending *-ing* is added, the verb changes to the **PRESENT TENSE**, meaning it is happening now.
- When the ending *-ed* is added, the verb changes to the **PAST TENSE**, meaning it has already happened.

There are 4 rules about how a spelling changes when the inflected endings *-ed* or *-ing* are added at the end of a verb. Let's review.

(Display Notes About Word Endings table.)

Look at this table that summarizes the rules.

Notes About Word Endings			
Rule	Verb	Verb + Ending	Spelling Rules
1	fish	fishing	Verbs spelled with a <u>vowel team or with y, x, z, or 2 or more consonants at the end</u> , add -ing or -ed.
		fished	
2	chase	chasing	Verbs spelled with the <u>silent-e pattern, drop the last e</u> before adding -ing or -ed.
		chased	
3	tap	tapping	Verbs spelled with <u>1 vowel followed by 1 consonant, double the final consonant</u> before adding -ing or -ed.
		tapped	
4	cry	crying	Verbs spelled with a <u>consonant followed by y at the end, drop the y and add an i</u> before -ed. When adding -ing, don't drop the y.
		cried	

(Display sentences.)

Read some sentences with me. (Chorally read the sentences as a class.)

- **The dog is tripping over the rope.** What is the verb? **tripping**
  - *The dog is tripping* means it is taking place right now.
  - Remember, the word *is* before the word *tripping* is acting as a helping verb. It "helps" the sentence read correctly.

The dog is tripping over the rope.

- **The dog tripped over the rope.** What is the verb? **tripped**
  - *The dog tripped* means it already happened.

The dog tripped over the rope.



Turn to page 50 in your Student Workbook. You will find a Word Bank of verbs. Choose 1 verb and then write 2 sentences, 1 that uses the verb with the -ing ending and 1 that uses the verb with the -ed ending.

Word Bank					
play	twist	hop	walk	fly	float

(Answers vary: Check that students write 2 complete sentences with the appropriate spellings and uses of the verb with the inflected endings *-ing* and *-ed*.)

## Passage Reading



5 min

### PASSAGE 2 – UNDERLINE PATTERN WORDS

Now it's time to practice with a new passage. This passage has a few interesting facts about toads.

We are going to look for words that have the i-g-h and o-a vowel teams and underline them.

Let's look at the title of the passage. (Don't read the title.) The word *Toad's* has a vowel *o* followed by the vowel *a* so I make the vowel team gesture and underline it. Help me find more words to underline. Hold up the vowel team gesture when you see another word with i-g-h or o-a, and I'll underline it. (Continue underlining igh and oa vowel team words above the black line.)



Now it's your turn. Turn to page 47 in your Student Workbook. Here are the steps:

1. Begin below the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a word with an i-g-h or o-a vowel team, underline it.

I'll give you a few minutes and then we'll check them together.

# DAY 4



2 min

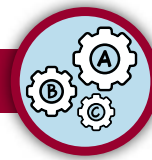
## Phonological Awareness Warm-Up

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say clip: ( <b>clip</b> ) Delete /k/ from the beginning. Word? <b>lip</b>	Say clock: ( <b>clock</b> ) Delete /k/ from the beginning. Word? <b>lock</b>
Say Spain: ( <b>Spain</b> ) Delete /s/ from the beginning. Word? <b>pain</b>	Say ground: ( <b>ground</b> ) Delete /g/ from the beginning. Word? <b>round</b>
Say slam: ( <b>slam</b> ) Delete /s/ from the beginning. Word? <b>lamb</b>	Say strap: ( <b>strap</b> ) Delete /s/ from the beginning. Word? <b>trap</b>
Say grow: ( <b>grow</b> ) Delete /g/ from the beginning. Word? <b>row</b>	Say flight: ( <b>flight</b> ) Delete /f/ from the beginning. Word? <b>light</b>
Say price: ( <b>price</b> ) Delete /p/ from the beginning. Word? <b>rice</b>	Say sweep: ( <b>sweep</b> ) Delete /s/ from the beginning. Word? <b>weep</b>
Say brag: ( <b>brag</b> ) Delete /b/ from the beginning. Word? <b>rag</b>	Say flip: ( <b>flip</b> ) Delete /f/ from the beginning. Word? <b>lip</b>
Say clap: ( <b>clap</b> ) Delete /k/ from the beginning. Word? <b>lap</b>	Say star: ( <b>star</b> ) Delete /s/ from the beginning. Word? <b>tar</b>
Say blow: ( <b>blow</b> ) Delete /b/ from the beginning. Word? <b>low</b>	Say scar: ( <b>scar</b> ) Delete /s/ from the beginning. Word? <b>car</b>

## Fluency



3 min

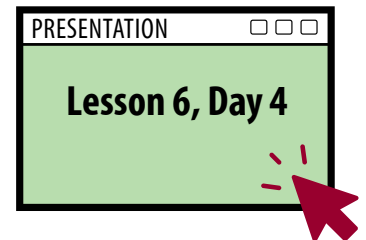
### HIGH-FREQUENCY WORDS

Display the high-frequency word grid. Prompt students by saying "Word?" at each box.

its	right	would	very
your	five	gave	made
write	call	cold	sing
best	both	sit	pull



Now it's your turn. Turn to page 51 in your Student Workbook. When I say "begin," tap under the first word and whisper it. Read across the rows until I say "stop." Circle the last word you read.



If you finish before I say “stop,” go up to the top and read the words again. (Time students for 1 minute. Say “stop” and ask students to circle the last word that was read.)

write	would	cold	your
sit	pull	both	sing
best	made	five	call
very	its	gave	right

**Writing**



6 min

**WORD CHAINS**

It’s word chain time! We will begin with 1 word and then spell others in a chain. We’ll add, delete, or change 1 sound at a time to spell a new word.

Let’s do this first one together.

The first word is oat.

Let’s change oat to coat.

- Which sound changes? **add /k/ to the beginning**
- Which letter changes? **add the letter c to the beginning**

I write the word coat under oat.

Next, I change coat to boat.

- Which sound changes? **/k/ changes to /b/**
- Which letter changes? **change the letter c to b**

I write the word boat under coat.

Finally, I change boat to bloat.

- Which sound changes? **add /l/ after the /b/**
- Which letter changes? **add the letter l after the b**

I write the word bloat under boat.

oat
coat
boat
bloat

**Note:** If you are writing the words on the board, make sure you build the words going down, not across.



Now it’s your turn. Turn to page 51 in your Student Workbook. You’ll find a spot to write 4 word chains. I’ll tell you 1 word at a time and you’ll write each new word below the old one. Find the page and look up when you’re ready.

## Answer Key

sight	load	goal	tight
slight	road	goat	might
flight	roam	go	my
fright	foam	no	by

 Routine for Word Chains:

- Change word x to word y.
  - Which sound changes?
  - Which letter(s) change?
- Write word y under word x.

## Writing



4 min

POSSESSIVE/PLURAL POSSESSIVE

Today we will learn about possessive nouns and how to write them. A noun is a person, place, or thing. A possessive noun shows ownership.

(Display Possessive and Plural Possessive table and use the bulleted text below to guide you through the explanation of the table.)

Possessive and Plural Possessive			
	Noun	Possessive	Sentences
Singular	girl	girl's	The girl's doll fell from the shelf.
Plural	girls	girls'	The five girls' dolls fell from the shelf.

- When there is 1 noun, it is called a singular noun; for singular nouns, add an apostrophe and the letter s. In this table, for example, we are talking about “the girl’s doll.” The apostrophe and the letter s show us that there is one girl and the doll belongs to her.
- When there is more than 1, the noun is called a plural; for plural nouns, add an apostrophe after the s. For example, how many girls are there? 5 What do they own? dolls How can we tell? an apostrophe after the s

Let's review.

- For a singular noun, does the apostrophe or the s come first? apostrophe
- For a plural noun, does the apostrophe or the s come first? s



Turn to page 51 in your Student Workbook. You will find a table like the one we reviewed. Using the nouns in the Singular and Plural rows, write the possessive form and a sentence for each.

**Answer Key**

Possessive and Plural Possessive			
Noun	Possessive	Sentences	
<b>Singular</b>	pig	pig's	(answers vary)
<b>Plural</b>	pigs	pigs'	(answers vary)

(Answers vary: Check that students write complete sentences with the appropriate spelling, punctuation, and use of the possessive nouns.)

**Passage Reading**



3 min

**PASSAGE 2 – READ PASSAGE**

Now it's time to read a passage. In the passage, we will read about toads. What are some things you know about toads?

First, we'll read some of the underlined words together. When you see a word with an i-g-h or o-a vowel team, make the vowel team gesture and read the word. What is the underlined word in the title? toad's  
Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 47 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

**Comprehension**



2 min

**ORAL RESPONSE**

Now that you've read the passage, let's talk about it.

- What does it mean that the toads' croaks are "in tune"? (RI.2.4)  
(They sound like a song.)

## DAY 5

## Phonological Awareness Warm-Up



2 min

Today we are going to practice phoneme deletion. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to delete, or take away, from the word.
- Then, tell me the new word. Ready?

Say slim: (**slim**) Delete /s/ from the beginning. Word? **limb**

Say snail: (**snail**) Delete /s/ from the beginning. Word? **nail**

Say store: (**store**) Delete /s/ from the beginning. Word? **tore**

Say quill: (**quill**) Delete /k/ from the beginning. Word? **will**

Say slate: (**slate**) Delete /s/ from the beginning. Word? **late**

Say gloss: (**gloss**) Delete /g/ from the beginning. Word? **loss**

Say flight: (**flight**) Delete /f/ from the beginning. Word? **light**

Say score: (**score**) Delete /s/ from the beginning. Word? **core**

Say blast: (**blast**) Delete /b/ from the beginning. Word? **last**

Say sleeve: (**sleeve**) Delete /s/ from the beginning. Word? **leave**

Say slap: (**slap**) Delete /s/ from the beginning. Word? **lap**

Say stone: (**stone**) Delete /s/ from the beginning. Word? **tone**

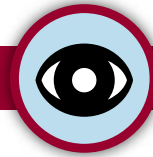
Say smile: (**smile**) Delete /s/ from the beginning. Word? **mile**

Say spine: (**spine**) Delete /s/ from the beginning. Word? **pine**

Say struck: (**struck**) Delete /s/ from the beginning. Word? **truck**

Say place: (**place**) Delete /p/ from the beginning. Word? **lace**

## High-Frequency Words



2 min

SOUND-SPELLING MAPPING OF HEART WORDS

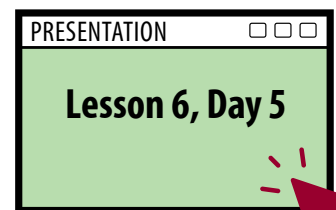
Today we will spell some special words called "heart words" that don't fit the patterns we've learned. Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound.

The word is your. Word? **your**

- Finger-stretch your. /y/ /or/
- How many sounds? **2** How many boxes? **2** I place a dot in the corner of 2 boxes.

Watch me write the letter or letters that spell each sound.

- What is the first sound? /y/ Which letter? **y** Which box? **first**
- Next sound? /or/ The /or/ vowel sound is spelled with the letters *o-u-r* in the word *your*. I write them in the second box.
  - I draw a heart in the box for this unexpected spelling.
- Word? **your**



.	.				
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y	our				
---	-----	--	--	--	--

Let's try another one. The word is both. Word? **both**

- Finger-stretch both. /b/ /ō/ /th/
- How many sounds? 3 How many boxes? 3 I place a dot in the corner of 3 boxes.

.	.	.			

Watch me write the letter or letters that spell each sound.

- What is the first sound? /b/ Which letter? **b** Which box? **first**
- What is the next sound? /ō/ The /ō/ vowel sound is spelled with the letter *o* in the word *both*. This word appears to follow the closed syllable pattern, but the *o* has the long *o* sound. I write this letter in the second box.
  - I draw a heart in the box for this unexpected spelling.
- What is the last sound? /th/ Which letter or letters? **t-h** The digraph *t-h* goes in 1 box because it is pronounced as 1 sound.
- Word? **both**

b.	o.	th.			
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## Fluency



3 min

### WORDS

We've been learning to read i-g-h and o-a vowel team words. The vowel sounds are long.

Look at this word grid. Please read it aloud chorally as a class. Ready?

coach	groan	road	throat
fright	high	night	sigh



Now it's your turn. Turn to page 52 in your Student Workbook. When I say "begin," point to the first word. Begin whisper reading across the page. If you finish before I say "stop," start at the top and read the words again. (Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.)

right	flight	boat	soak
road	fright	night	high
groan	sigh	coach	throat
slight	roam	croak	might

**PHRASES**

Next we're going to read phrases. Let's practice 4 phrases together.

with a big groan	after the winning goal	at the right time	in the shining cloak
------------------	------------------------	-------------------	----------------------



Now it's your turn. Turn to page 52 in your Student Workbook.

When I say "begin," point to the first phrase and whisper it. Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again. (Time students for 1 minute. Say "stop" and ask students to circle the last phrase that was read.)

the frogs will croak	after the winning goal	the bright light	a foaming coast
all night long	by the tall oak	at the right time	in the shining cloak
with a sigh	has strep throat	the croaking toad	yelled with fright
go get my coat	with all his might	with a big groan	going to take flight

**Writing****5 min****SENTENCE DICTATION**

On page 52 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. Repeat it. Then write it and we'll check it together.

First sentence: Did you find the croaking toad? Repeat it with me. Now write it.

Now let's check it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it if needed.

Second sentence: He liked the boats floating on the coast. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Third sentence: The goats roam in the hills. Repeat it with me. Now write it. (Repeat the correction procedure above.)

**Passage Reading**

4 min

**PASSAGES 1 & 2 – READ PASSAGES**

Today you are going to practice reading both of the passages. One was about Joan, the roaming goat. The second was about toads.



Passage 1 is on page 46 and passage 2 is on page 47.

**Comprehension**

4 min

**WRITTEN RESPONSE**

Turn to page 53 in your Student Workbook. Read both passages, then write the answers to the 2 questions for each passage in your workbook.

**Passage 1: *Roaming Goat* on page 46**

1. The big goats said Joan was \_\_\_\_\_ to roam. (RL.2.1)  
(too small)
2. What were the lights and roaming things on the road? (RL.2.1)  
(traffic lights and trucks)

**Passage 2: *A Toad's Life* on page 47**

1. Male toads croak the most when they are \_\_\_\_\_. (RI.2.1)  
(looking for a mate)
2. What helps toads hunt in dim light? (RI.2.1) (good sight; they see well in dim light)

**Spelling Test**

5 min

This week, we learned to read, spell, and write words with the o-a and i-g-h vowel teams. Now it's time for a spelling test.

- |           |          |
|-----------|----------|
| 1. coach  | 6. high  |
| 2. groan  | 7. night |
| 3. road   | 8. sigh  |
| 4. throat | 9. right |
| 5. fright | 10. its  |

# Student workbook sample

LESSON 6

**Passage 1**Roaming Goat

1           The big goats saw Joan, a small goat, loafing in the grass by the old  
2 oak. Joan's goal was to roam, but they said she was too small to roam. Joan  
3 liked soaking up the sun, but she could not stop thinking of the sights that  
4 might be over the hill. She asked Buck Goat to let her roam to the big oak on  
5 top of the hill.

---

6           The trip up the hill was the most fun Joan had in a long time! She could  
7 see sights over the hill from the big oak. The sunlit sky was bright and the grass  
8 so soft. She saw lights on the road down the hill. The things roaming the road  
9 made her frantic. She ran home to Buck Goat and asked what the lights and  
10 roaming things might be. He spoke of traffic lights and trucks on the roads.

11           At night, Joan was thinking of when she might get to roam again. She  
12 wanted to munch the grass and see the lights on the roads. Joan saw Toad  
13 as he croaked and hopped next to the oak. Toad was roaming and Joan  
14 wanted to go too. Joan went roaming over the hill with Toad, hoping she  
15 might see the sights. Toad and Joan went down the hill and Toad jumped out  
16 on the road. Lights were flashing and trucks were roaming the roads.

17           Toad crossed the road, but Joan moaned and said it was time for bed.  
18 She ran over the hill past the big oak to Buck Goat and gave a big sigh.  
19 Roaming was fun, but Joan was glad to be home for the night.

**Passage 2**A Toad's Life

1 Do you think it might be fun to be a toad? Let's find out what the life of  
2 a toad might be like.

3 You can find toads from coast to coast. Toads like soaking on the banks  
4 of ponds and lakes. It is a sight to see toads floating on big pads in ponds and  
5 lakes. Toads do not like the cold and can get a slight chill. Some toads hop out  
6 to soak up shafts of light in the sunlit sky. A toad out under the sunlit sky might  
7 not sit too long. Too long in the hot sun will roast the toad's skin.

8 Toads connect at night on land. Toads roam to hunt. They see well in dim  
9 light and go hunting for bugs and grubs on land. If a bug in flight lands by a  
10 toad, it will soon slide down the toad's throat. It is sad to say, but some toads  
11 get hit on the road while roaming at night.



12 At night, all toads will croak. Male toads croak the most when looking  
13 for a mate. When they croak, you see the toad's throat go up and down.  
14 The croak of toads may be in tune, like a song! At times, you might think the  
15 croaking toads will not let you doze. To stop the croaking, you would have to  
16 take baskets of toads away.

17 Do you admit it might be fun to be a toad? Could you be coaxed into  
18 being a toad?

# DAY 1

## Sort Words

Word List				
1. coach	3. fight	5. bright	7. oak	9. soap
2. toad	4. loan	6. night	8. tight	10. might

igh 	oa 
sigh	throat

## Sound-Spelling Mapping

n igh t

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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# DAY 2

## Pattern and Contrast Words

Word List				
1. flight	3. clock	5. rode	7. boat	9. groan
2. light	4. road	6. sight	8. right	10. site

igh 	oa 	
	cloak	

## Sound-Spelling Mapping with Student Phonics Chips

b . r . igh . t .

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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**Read Passage – Passage 1**Go to page 46 and read *Roaming Goat*.**Written Response**

Joan wanted to see \_\_\_\_\_

**DAY 3****Syllable Mapping**

	First Syllable	Second Syllable	Word
	com	pete	compete
1.			
2.			
3.			
4.			
5.			

**Morphology**

Word Bank				
play	twist	hop	walk	float

1. (verb + -ing) \_\_\_\_\_

\_\_\_\_\_

2. (verb + -ed) \_\_\_\_\_

\_\_\_\_\_

# DAY 4

## Fluency: High-Frequency Words

write	would	cold	your
sit	pull	both	sing
best	made	five	call
very	its	gave	right

### Word Chains

oat
coat
boat
bloat


### Writing

Possessive and Plural Possessive			
Noun		Possessive	Sentences
<b>Singular</b>	pig		
<b>Plural</b>	pigs		

## DAY 5

### Fluency: Words

right	flight	boat	soak
road	fright	night	high
groan	sigh	coach	throat
slight	roam	croak	might

### Fluency: Phrases

the frogs will croak	after the winning goal	the bright light	a foaming coast
all night long	by the tall oak	at the right time	in the shining cloak
with a sigh	has strep throat	the croaking toad	yelled with fright
go get my coat	with all his might	with a big groan	going to take flight

### Sentence Dictation

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**Read Passage – Passage 1**

Go to page 46 and read *Roaming Goat*.

**Written Response**

1. The big goats said Joan was \_\_\_\_\_ to roam.
2. What were the lights and the roaming things on the road?

---

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**Read Passage – Passage 2**

Go to page 47 and read *A Toad's Life*.

**Written Response**

1. Male toads croak the most when they are \_\_\_\_\_
2. What helps toads hunt in dim light?

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# Assessment sample

UNIT 2

**95 Phonics Core Program™**  
**Grade 2 – Assessment Overview**

There are six assessments for Grade 2. Each is administered at the end of a unit to the whole class. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

If a student misses more than 1 response in any section of the assessment, the teacher may want to check the student’s understanding of the skill by administering additional items similar to those in the assessment. Students who do not have full understanding of the skill(s) may require additional practice opportunities, re-teaching, or additional time to master the skill(s).

If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group.

Lessons	Review Lesson	Assessment #	Skills Assessed
1-5	Lesson 5	1	<ul style="list-style-type: none"> <li>• Review of Grade 1 skills</li> <li>• Closed, Open and Long Vowel Silent-e Syllables</li> </ul>
6-10	Lesson 10	2	<ul style="list-style-type: none"> <li>• Predictable Vowel Teams</li> <li>• Prefixes and Suffixes</li> <li>• Multisyllable words</li> </ul>
11-17	Lesson 17	3	<ul style="list-style-type: none"> <li>• Unpredictable Vowel Teams</li> <li>• Prefixes and Suffixes</li> <li>• Multisyllable words</li> </ul>
18-21	Lesson 21	4	<ul style="list-style-type: none"> <li>• Vowel-r</li> <li>• Prefixes and Suffixes</li> <li>• Multisyllable words</li> </ul>
22-25	Lesson 25	5	<ul style="list-style-type: none"> <li>• Complex consonants, silent letters, hard and soft c and g</li> <li>• Consonant-le</li> <li>• Multisyllable words</li> </ul>
26-30	Lesson 30	6	<ul style="list-style-type: none"> <li>• All syllable types</li> <li>• Prefixes and Suffixes</li> <li>• Multisyllable words</li> </ul>

**A. SOUND-SPELLING MAPPING L2.2**

You are going to spell words using sound-spelling mapping paper. Let's do the first word together. The word is coach. Word? coach Let's finger-stretch coach and say all the sounds in the word. /k/ /ō/ /ch/ There are 3 sounds in the word coach. Tap a box for each sound and place a dot in the bottom right corner of each box. Now let's write the letters that spell each sound. What is the first sound? /k/ Which letter? c We write letter c in the first box. What is the next sound? /ō/ Which letters? o-a Write o-a in the second box. Next sound? /ch/ Which letters? c-h We write c-h in the third box since these 2 letters spell 1 sound.

Now it's your turn. I'll say a word. 1) Repeat the word. 2) Finger-stretch while saying the sounds to yourself and place dots in the boxes. 3) Then, write the letter or letters that spell each sound. Remember that each sound gets its own box. 4) Finally, read the word.

Example: <i>coach</i>	c	oa	ch				
1. claw	c	l	aw				3
2. aid	ai	d					2
3. spoil	s	p	oi	l			4
4. fright	f	r	igh	t			4
5. sway	s	w	ay				3

**Scoring:** Award 1 point for each correctly spelled sound, placed in the correct box.


**Example:** Student receives 3 out of 4 points for *spoil* if *i* is missing from the vowel team in the third box.

Total points: **16**

**B. WORD SORT RF.2.3**

Now, you will identify words that have the vowel team syllable pattern. Look at the example pair of words (stack-stay). First, I find the vowel letter or letters in each word in the pair. Next, I identify which word in the pair has the vowel team pattern and circle it. The word *stay* has the vowel team *a-y*, so I circle it. Finally, I say the vowel sound /ā/, read the word *stay*, and write *stay* in the vowel team column. (Model the process of circling the word *stay* and writing it in the vowel team column while the students mirror this process on their paper.)

Now it's your turn. 1) Find the vowel letter or letters in each word. 2) Identify which word in the pair has the vowel team pattern and circle it. 3) Say the syllable type, the vowel sound, and read the word. 3) Write the word in the vowel team column.

Word Pairs		Vowel Team 
stack	<u>stay</u>	stay
<u>cheek</u> 1	check	cheek 1
<u>toe</u> 1	top	toe 1
lad	<u>load</u> 1	load 1
<u>toys</u> 1	totes	toys 1
drum	<u>draw</u> 1	draw 1

**Scoring:** Award 1 point for the correctly circled word in each pair and 1 point for spelling the word correctly when writing the word in the vowel team column.

**Example:** Student receives 1 out of 2 points possible if the word *load* is circled but is misspelled as *lod*.

Total points: **10**

**95 Phonics Core Program®**  
**Grade 2—Unit 2 Assessment**  
**Teacher Directions**  
*(Administer after Lesson 10.)*

**C. SENTENCE DICTATION** *L.2.2, RF.2.3*

You are going to write two sentences on your paper using correct spelling and punctuation. I'll say the sentence and you will repeat it. Then, you will have time to write the sentence on your paper. Listen as I say the sentence.

*Joe will join us on Sunday.*

Say it with me. **Joe will join us on Sunday.** Repeat the sentence one more time. **Joe will join us on Sunday.** Now write it. If you forget a word, raise your hand and I will tell you. (Allow ample time for students to write the sentence then repeat the directions for sentence 2.)

1. Joe will join us on Sunday. (9)
2. The fleet of boats sailed with speed. (9)

**Scoring:** Award 1 point for each correctly spelled word in the sentence, 1 point for each capital letter (beginning of the sentence and proper nouns), and 1 point for the correct punctuation.

**Total points: 18**

**D. SYLLABLE MAPPING** *L.2.2, RF.2.3*

You are going to spell multisyllable words with closed and vowel team syllable patterns. We will begin by doing the first one together. The word is flawless. Tap the box on your paper for each syllable you hear. (flaw/less) How many syllables? (2) Now write the letters that spell the sounds in each syllable in the table next to the word *Example*. (Give the students time to write each syllable in the syllable boxes on their paper.) Watch me and correct your work if it does not match mine. (Model how to write each syllable in the syllable boxes.) The syllable flaw should be in the first syllable box. The syllable less should be in the second syllable box.

Now, it's your turn. I'll say some more words and you'll write each syllable in the syllable boxes on your paper. Finally, write the whole word in the last column and read the word.

**Words to Dictate**

**Example:** *flawless*

1. misled
2. unload
3. painful
4. sightsee

First Syllable	Second Syllable	Word
flaw	less	flawless
mis (1)	led (1)	misled (1)
un (1)	load (1)	unload (1)
pain (1)	ful (1)	painful (1)
sight (1)	see (1)	sightsee (1)

**Scoring:** Award 1 point for each correctly spelled syllable (2 total) and 1 point for correctly spelling the word. Student is not awarded a point for the syllable if it is not divided accurately or extra letters are added.

**Example:** Student receives 1 out 3 points if they map the word sightsee as *site-see*; 0 points for the first syllable (*site*), 1 point for the second syllable (*see*), and 0 points for the whole word (*sitesee*).

**Total points: 12**



**95 Phonics Core Program®**  
**Grade 2—Unit 2 Assessment**  
**Teacher Directions**  
(Administer after Lesson 10.)

**PASSAGE READING AND COMPREHENSION** RF.2.3, RF.2.4, L.2.2, RL.2.1

1) Read the passage to yourself. 2) After reading the passage, read the questions carefully and write your responses to the questions in complete sentences.

**Shawn and Troy**

Shawn had a little pet pig named Troy. His mom said the pig made too much noise, so Shawn had to find a new home for his pig. Shawn groaned and bawled, but he knew Troy's oinks gave Mom a pain. Mom said, "Troy must go!"

1. What did Shawn need to do? (Shawn had to find a new home for his pig.) (2)
2. How do you know Shawn is unhappy? (Shawn groaned and bawled.) (2)

**Scoring:** Student is awarded 2 points if the answer is correct and is written in a complete sentence.

**Examples for Q1:**

Answer: *find a new home* (Student receives 0 out of 2 points for question #1. The response does not provide specific details about who needs a new home and it is not written in a complete sentence.)

**Examples for Q2:**

Answer: *Shawn threw a fit.* (Student receives 2 out of 2 points for question #2. Although the response does not show specific vocabulary from the text, the answer shows an understanding of the vocabulary — groaned and bawled = throws a fit. Also, 1 point is awarded for a complete sentence.)

**Total points: 4**



**95 Phonics Core Program®**  
**Grade 2—Unit 2 Assessment**  
**Student Answer Sheet**

**A. SOUND-SPELLING MAPPING**

**Example:**

--	--	--	--	--	--

1.

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2.

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3.

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4.

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5.

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**B. WORD SORT** 1) Find the vowel or vowels in each word pair. 2) Circle the vowel team word.  
 3) Write the vowel team word in the vowel team column.

<b>Word Pairs</b>	
stack	stay
cheek	check
toe	top
lad	load
toys	totes
drum	draw

<b>Vowel Team</b>

**C. SENTENCE DICTATION**

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D. SYLLABLE MAPPING**

	First Syllable	Second Syllable	Word
Example:			
1.			
2.			
3.			
4.			

**E. PASSAGE READING AND COMPREHENSION**

**Shawn and Troy**

Shawn had a little pet pig named Troy. His mom said the pig made too much noise, so Shawn had to find a new home for his pig. Shawn groaned and bawled, but he knew Troy’s oinks gave Mom a pain. Mom said, “Troy must go!”

1. What did Shawn need to do?

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---

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2. How do you know that Shawn is unhappy?

---

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# Sound-spelling card list

# Grade 2 – Sound Spelling Card List

CARDS Listed Alphabetically	KEYWORD	CARD #
a (long)	ape	20
ai	mail	29
air	hair	54
alk	chalk	17
all	ball	15
ang	hang	6
ank	bank	9
ar	car	47
are	square	55
au	sauce	33
aw	straw	34
ay	hay	30
C (hard)	cat	70
C (soft)	circus	71
_ch	branch	66
ch	chair	1
_ck	sock	5
_ck	sock	65
_dge	bridge	69
e (long)	equal	21
ea	eagle	39
ea	bread	40
ear	ear	58
ee	eel	27
er	fern	51
ere	here	59
ew	mew	45
ew	screw	46
G (hard)	goat	72
G (soft)	giraffe	73
_ge	cage	68
gn	gnome	61
i (long)	ice	22
ie	chief	35
ie	tie	36
igh	night	25
ild	child	18
ind	rind	19

CARDS Listed Alphabetically	KEYWORD	CARD #
ing	ring	7
ink	wink	10
ir	bird	52
_k	beak	64
kn	knight	60
mb	comb	63
o (long)	ocean	23
oa	oat	26
oar	oar	56
oe	toe	28
oi	oil	31
old	gold	12
oll	troll	16
olt	bolt	13
ong	song	8
onk	honk	11
oo	moon	41
oo	book	42
or	corn	48
ore	score	57
ost	post	14
ou	house	43
ou	touch	44
ow	snow	37
ow	owl	38
oy	boy	32
sh	shoe	2
_tch	stitch	67
th	thumb	3
u (long)	Ruby/unicorn	24
ur	surf	53
war	warn	49
wh	whale	4
wor	worm	50
wr	wrist	62

# Alignment to CCSS foundational skills

**95% Group**  
**95 Phonics Core Program © 2020**  
**Grade 2** correlated to the  
**Common Core State Standards for English Language Arts (2010),**  
**Reading: Foundational Skills, Grade 2**

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Opportunities to address the standard appear on the following pages:</i> <b>TE:</b> 94–98, 99–103, 105–106, 142–145, 147–150, 166–169, 171–174, 190–193, 195–198, 214–217, 219–222, 228–229, 238–241, 243–244, 248–251, 255–256 <b>SW:</b> <b>SW:</b> <b>Vol a:</b> 30–32, 48–50, 56–58; <b>Vol b:</b> 64–66, 72–74, 80–83
<b>RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.	<b>TE:</b> 264–268, 270–273, 276–278, 281–283, 287, 289, 292–296, 298–301, 304–305, 308–309, 313–314, 315, 318–322, 325–327, 330–332, 335–336, 341, 343, 346–350, 352–355, 358–359, 363–364, 368, 370, 374–378, 381–383, 387–388, 392–393, 397, 399, 402–406, 409–411, 414–415, 419–420, 424–425, 427, 430–434, 437–441, 443–446, 449–450, 454, 456 <b>SW:</b> <b>Vol b:</b> 90–94, 98–102, 106–110, 114–118, 122–126; <b>Vol c:</b> 130–134, 138–142
<b>RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.	<b>TE:</b> 707–710, 713, 714–715, 722, 735–737, 740, 741–742, 749, 787–789, 792, 793–794, 801 <b>SW:</b> <b>Vol d:</b> 210, 211, 213, 214, 218, 219, 221, 222, 226, 227, 229, 230, 234, 235, 237, 238, 242, 243, 245, 246

Standard	Descriptor	Citations
<b>RF.2.3d</b>	Decode words with common prefixes and suffixes.	<p><i>Opportunities to address the standard appear in Morphology activities throughout all lessons of the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 70–71, 120–121, 137–138, 178, 225–226, 245–246, 252, 274, 328–329, 355–356, 389, 499, 525, 575–576, 602, 680, 710–711, 738, 786</p> <p><b>SW: Vol a:</b> 21, 39–41, 50, 58; <b>Vol b:</b> 66, 74, 82, 85, 116; <b>Vol c:</b> 132, 148, 164, 180; <b>Vol d:</b> 204, 211, 227, 243</p>
<b>RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.	<p><b>TE:</b> 112–113, 160–161, 184–185, 208–209, 232–233, 258–259, 285–286, 312–313, 367–368, 423–424, 586–587</p>
<b>RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.	<p><i>Students read irregularly spelled words in the High-Frequency Words activities throughout all lessons of the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 30, 88, 109, 112–113, 184–185, 228, 308, 340, 391–392, 453, 475, 506, 582, 613, 640, 692, 744, 775–776</p> <p><b>SW: Vol a:</b> 7–8, 15–16, 25–26, 33, 42, 51, 59; <b>Vol b:</b> 67, 75, 85, 93, 102, 109, 117, 125; <b>Vol c:</b> 133, 141, 149, 157, 165, 181, 189; <b>Vol d:</b> 197, 205, 213, 221, 229, 237, 245</p>
<b>Fluency</b>		
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.2.4a</b>	Read on-level text with purpose and understanding.	<p><i>Students read on-level texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 38–39, 92–93, 164–165, 236–237, 316–317, 372–373, 458–459, 590–591, 674–675, 726–727, 780–781</p> <p><b>SW: Vol a:</b> 36–37, 46–47, 54–55; <b>Vol b:</b> 104–105, 112–113, 120–121; <b>Vol c:</b> 144–145, 168–169, 184–185; <b>Vol d:</b> 208–209, 224–225, 240–241</p>
<b>RF.2.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><i>Students read on-level texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 38–39, 92–93, 164–165, 236–237, 316–317, 372–373, 458–459, 590–591, 674–675, 726–727, 780–781</p> <p><b>SW: Vol a:</b> 36–37, 46–47, 54–55; <b>Vol b:</b> 104–105, 112–113, 120–121; <b>Vol c:</b> 144–145, 168–169, 184–185; <b>Vol d:</b> 208–209, 224–225, 240–241</p>
<b>RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TE:</b> 265–266, 272–273, 300–301, 326–328</p>

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