Language Foundations Continuum for Reading and Writing, Kindergarten, 2026
Correlation to Scholastic Language Foundations Kindergarten Kit

Expectation	Lesson Reference	Blevins Book Reference	Additional Resources
B2.1 Phonemic Awareness			
Knowledge and Skills: Isolating Phonemes Isolating the phonemes they hear in words—an important skill to support segmentation			
Identifying phonemes orally in spoken words (*e.g.*, prompt: "What is the first sound in the word *sun*?"), first with continuous sounds, and then with stop sounds	**Alphabet Cards** • Each of the 26 Alphabet letter lesson plans includes explicit instruction through a three-part lesson.		
Identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting	**Alphabet Cards** • Each of the 26 Alphabet letter lesson plans includes explicit instruction through a three-part lesson. Step 1 of the lesson plan is focused on phonemic awareness and includes articulation instruction.		
Noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (*e.g.*, lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/)			**Articulation Videos and Cards**
Knowledge and Skills: Blending Phonemes Orally blending phonemes to form spoken words, starting with blending two to three phonemes into a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for consonant; V stands for vowel.)			
Orally blending phonemes in VC/CV, CVC, and CCVC/CVCC words (*e.g.*, prompt: "To blend the sounds /o/ /n/ → I say them quickly, to say on"; "To blend the sounds /s/ /n/ /o/, I say them quickly → snow."), starting with continuous sounds, and then progressing to stop sounds	**Scholastic Language Foundations** • Each of the 52 Lesson Cards (Alphabet, Phonics, and Word Study) includes explicit instruction for blending. Step 1 of the multi-step lesson plans always includes blending. The words suggested for blending get progressively more complex.	***Phonics From A to Z*** • pp. 80–82 (oral blending): Activities for Oral Blending • pp. 170–174: Instruction for teaching and sequencing blending from continuous sounds to stop sounds; also includes final blending and successive blending	**Blend Sounds Reproducible**
Knowledge and Skills: Segmenting Phonemes Segmenting spoken words into phonemes, starting with simple structures with two phonemes and progressing to more complex structures with more phonemes			
Segmenting CV/VC and CVC words, starting with continuous sounds, and then progressing to stop sounds	**Scholastic Language Foundations** • Each of the 43 Lesson Cards (Alphabet, Phonics, and Word Study) includes explicit instruction for blending. Step 1 of the multi-step lesson plans always includes blending. The words suggested for blending get progressively more complex.	***Phonics From A to Z*** • pp. 70–71: Instruction for teaching segmenting and using Elkonin boxes • pp. 83–86: Activities for Oral Segmenting	
B2.2 Alphabet Knowledge			
Knowledge and Skills: Letter Recognition Naming and forming upper- and lowercase letters both in and out of order			

Naming upper- and lowercase letters both in and out of order, with increasing automaticity	**Alphabet Cards** • Includes one general card for teaching letter recognition using three steps. • Includes 26 cards; one for each letter of the alphabet: Step 1 includes explicitly teaching the letter name and sound.	***Phonics From A-Z*** • pp. 35–54: Includes instructional activities, suggested sequence for teaching letters, letter writing practice, list of alphabet books, and identifies confusable letter pairs	
Beginning to print upper- and lowercase letters with appropriate formation patterns	**Alphabet Cards** • Each of the lesson plans for the Alphabet Cards includes letter formation in Step 2 of the three-step lesson.	***Phonics From A to Z*** • pp. 42–43: Support for children having difficulty distinguishing letters	**Handwriting Practice Reproducible**
B2.3 Grapheme-Phoneme Correspondence			
Knowledge and Skills: Grapheme-Phoneme Correspondence Understanding the relationship between simple and high-frequency graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent			
Producing the most common grapheme for each consonant sound, and the most common phoneme for each consonant grapheme, including: single consonants <s> as in sat, has <ch> <ck> <sh> <th> as in thick <wh>	**Alphabet Cards** • One alphabet card for each consonant (and vowel) that includes a three-step lesson plan for each grapheme. **Phonics Cards:** • Digraph ck • Digraph ch • Digraph sh • Digraph th • Digraph wh		**Printables** • picture/sound sorts, activities to extend letter knowledge **Letter-Sound Flash Cards**
Producing the most common grapheme for each short vowel sound and the most common phoneme for each vowel grapheme: • short vowels: /a/, /i/, /o/, /u/, /e/	**Phonics Cards** • Explicit lessons for each short vowel sound, using a sequence that separates auditorily and visually confusing letters: a, i, o, u, e	***Phonics From A to Z*** • pp. 133–137, short vowels: Includes word lists featuring short vowels	**Articulation Cards** **Letter-Sound Flash Cards** **Printables** • blend words, build words, sound-spelling sorts, spell words, quick check
B2.4, B.25, B.2.6: Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge			
Knowledge and Skills: Applying Phonics Knowledge in Reading and Spelling Reading and spelling CV, VC, and CVC words made of phonics patterns they have learned			
Applying grapheme-phoneme correspondences (see A2.4) to word reading and spelling	**Phonics and Word Study Card** • Each of the Phonics cards and Word Study cards includes a five-step lesson plan, with three of the steps focusing on spelling		
When reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together	**Phonics and Word Study Cards** • Step 2 of the lesson plan includes Blend Words with suggestions for corrective feedback and building word fluency		
When spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme	**Phonics and Word Study Cards** • Step 3 of the lesson plan includes: Build Words • Step 4 of the lesson plan includes: Spell Words	***Phonics From A to Z*** • Includes background information about the 44 sounds of English, the graphemes that represent the 44 sounds, creating phonics lessons, meeting individual needs, and many word lists • pp. 148 –149: The Stages of Decoding	**Articulation Cards** **Letter-Sound Flash Cards** **Printables** • blending words, building words, and spelling

Knowledge and Skills: Applying Orthographic Knowledge in Reading and Spelling • Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme • Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading (**Note**: Instruction in grapheme-phoneme correspondence should focus on teaching students the "most common spelling" grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)			
Reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught	**Alphabet, Phonics, and Word Study Cards** • All cards include multiple opportunities in the lesson plans for transferring sounds to letters, spelling, building word fluency focused on the explicitly taught phonemes and corresponding graphemes **Phonics Cards** • The Phonics cards include a five-step lesson plan: o Step 1: Introduce the sound -spelling includes multiple (common) spellings of the phoneme o Step 4: Sort Words: includes rules and generalizations about spelling patterns	***Phonics From A to Z*** • pp. 89–103 includes all phonemes and identifies the most common graphemes for each phoneme along with word lists. This also includes less common spellings and sample words; includes information about non-English speakers for each phoneme	**Articulation Cards** **Letter-Sound Flash Cards** **Sound Spelling Sort Reproducible** • spell words for the focus phoneme including multiple spellings
Knowledge and Skills: Applying Morphological Knowledge in Reading and Spelling • Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words: o changing the word's function or role in a sentence (*e.g.*, changing a verb to a noun); o changing the word's pronunciation (*e.g.*, medic vs. medicine); and/or o uncommonly, changing the word's spelling (*e.g.*, hop vs. hopping, divide vs. division) • Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words			
Beginning to use suffixes including –s, –es, –ed, –ing	**Word Study Cards** • Inflectional Ending -ed • Inflectional Ending -ing • Plurals: (-s, -es)	***Phonics From A to Z*** • pp. 263–265: Most common suffixes	
Recognizing that some suffixes can be pronounced in different ways (*e.g.*, –s can be /s/ as in "cats" or /z/ as in "dogs"	**Word Study Cards** • Plurals card: Includes teaching and learning in the five-step lesson about pronunciations (rules and generalizations); includes instruction for the s = s or z sound • Inflectional Ending Card -ed ending: includes the different sounds of -ed	***Phonics From A to Z*** • p. 17: s as in cats • p. 122: z as in dogs	
Orally working with groups of words with the same base (play, playing, playdate)	**Word Study Cards** • Inflectional Endings -ing card and -ed card: Includes word-building activities with base words • Plurals card: Includes word-building activities with base words **Vocabulary Card** • Compond Word card: Includes word-building activities with base words		

Recognizing affixes in oral and written language	**Word Study Cards** • The following cards include instruction and learning activities to support recognition of affixes: - Inflectional Endings -ed - Inflectional Endings -ing • The five-step lessons include introduce the sound spelling, building word fluency, rules and generalizations, writing to transfer the sound to spelling, building words and spelling words activities	***Phonics From A to Z*** • pp. 262–265, 311, 161	
Recognizing compound words during oral activities	**Vocabulary Card** • Compound Words: A 3-step lesson plan includes introducing compound words, practicing building compound words with a focus on meaning and applying their understanding by building more compound words orally	***Phonics From A to Z*** • pp. 258–261: Includes lists of compound words	
Knowledge and Skills: Words with Irregularities • Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities • Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units			
Applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular	**Phonics and Word Study Cards** • All Phonics and Word Study Cards include a section in the five-step lesson plan that focuses on decoding and spelling irregular words using the Read-Write-Spell-Extend Routine	***Phonics From A to Z*** • pp. 193–195: Includes a routine for teaching decoding irregular words: Read-Spell- Write-Extend Routine	
Learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word what, but they would memorize the vowel pattern. For example, in the word *put*, students use grapheme-phoneme correspondences to decode the /p/ and /t/ and memorize that the /u/ has an unexpected pronunciation.	**Phonics and Word Study Cards** • All the Phonics and Word Study Cards include a section that focuses on decoding and spelling irregular words using the Read-Write-Spell-Extend Routine	***Phonics From A to Z*** • pp. 193–195: Includes a Read-Spell-Write-Extend routine for irregular words • pp. 198–199: Includes lists of high-frequency words (including irregular)	
B2.7 Vocabulary			
Knowledge and Skills: Networks and Features of Words Linking the meanings and features of new words, such as linking semantic features to their existing word schemas			
Learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)	**Vocabulary Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable or Digital Story** Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Reproducible Activity**

Demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features	**Vocabulary Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Reproducible Activity**
Linking new words to previously learned words based on their semantic features	**Vocabulary Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Reproducible Activity**
Recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some* ***rocks*** (noun). This movie rocks (verb).	**Vocabulary Cards** • Words with Multiple Meanings: introduces the concept of words with multiple meanings and multiple opportunities to identify words with multiple meanings and the appropriate meaning for the context		• The **Print or Digital Stories** include a Decodable Lesson Planner: • Step 1: preview and predict (includes tier 2 academic vocabulary words) • Step 2: First Read (read together) includes corrective feedback • Step 3: Check Comprehension • Step 4: Second Read (develop fluency) • Step 5: Retell and Write
Using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary	**Vocabulary Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• The **Print or Digital Stories** include a Decodable Lesson Planner: • Step 1: preview and predict (includes tier 2 academic vocabulary words) • Step 2: First Read (read together) includes corrective feedback • Step 3: Check Comprehension • Step 4: Second Read (develop fluency) • Step 5: Retell and Write • **Reproducible Activity**
With teacher support and direct instruction, demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (*e.g.*, sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons)	**Vocabulary Cards** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Reproducible Activity**

Demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, and some simple concepts of time and quantity (*e.g.*, on-off, hot-cold, winter-summer, day-night, large-small, full-empty, all-none, beginning-end)	**Vocabulary Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Reproducible Activity**
With teacher support, demonstrating an increasing awareness and understanding of words with multiple meanings (*e.g.*, a *bat* is an animal but also a tool for playing baseball)	**Vocabulary Cards** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Reproducible Activity**
Knowledge and Skills: Independent Word-Learning Strategies Developing strategies to determine the meaning of words in oral language and text			
Learning the meaning of unfamiliar words through looking **outside** the word (*i.e.*, using context, including examples, synonyms, and antonyms) and looking inside the word (*i.e.*, using morphological and structural analysis)	**Vocabulary Card** • Compound Words card: Structural and morphological analysis present in the lessons	***Phonics From A to Z*** • pp. 257–277: Structural Analysis: Using Word Parts: Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English	
Applying their developing morphological knowledge to support their understanding of the meaning of new words (*e.g.*, take the sentence *Ted's backyard was too small, so he wanted to look for one that was more* ***spacious***. Students can use the sentence context, as well as morphological information about the base space, to determine the meaning of the unknown word)	**Vocabulary Cards** • Compound Words card: Structural and morphological analysis present in the lessons	***Phonics From A to Z*** • pp. 257–277: Structural Analysis: Using Word Parts: Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English	
Beginning to build awareness and self-monitoring of when they do not understand new spoken words and beginning to clarify the meanings with teacher support	**Vocabulary Cards** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Reproducible Activity**
Knowledge and Skills: Tier 2 Words Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas			
Using Tier 2 words (*e.g.*, analyze, compare) that have been explicitly taught in various subject areas (*e.g.*, science, social studies) across multiple contexts	**Vocabulary Cards** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Reproducible Activity**

Using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts	**Word Study Cards** • Building Vocabulary Strategies: Includes vocabulary building, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary		• **Reproducible Activity**
Knowledge and Skills: Applying Morphological Knowledge to Vocabulary Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words			
Beginning to recognize and use their understanding of high-frequency morphemes (*e.g.*, –s) to gain a deeper understanding of words (*e.g.*, the word *dogs* means there is more than one dog because it ends in –s)	**Word Study Cards** • Plurals Card introduces the concept of adding "s" or "es" to words to indicate more than one		• **Reproducible Activity**
B2.8 Reading Fluency: Accuracy, Rate, and Prosody			
Knowledge and Skills: Accuracy, Rate, and Prosody Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words • Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency • Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning			
Naming letters accurately and automatically	**Alphabet Cards** • One general card and one card for each letter of the alphabet focuses on naming letters as one step in a three-step lesson plan		
Identifying the sound for a grapheme with increasing accuracy and automaticity	**Alphabet and Phonics Cards** • Alphabet and Phonics Cards for each phoneme/grapheme Includes three-step or five-step lesson plans		
Beginning to develop accurate word reading at the single-word level based on knowledge of grapheme-phoneme correspondences	**Phonics and Word Study Cards** • All Phonics and Word Study cards include in a five-step lesson plan, teaching and learning activities: blending, high-frequency irregular words, building word fluency, transferring sounds to spelling, sorting words, connecting to reading and building fluency		

Reading decodable text aloud with accuracy and beginning to develop automaticity		***Phonics From A to Z***
		• pp. 174–181 includes criteria for selecting decodables, and making decodable text instruction more impactful
			• Each of the Alphabet, Phonics, and Word Study Cards has an accompanying digital and print **Interactive Story** to connect the learning from each lesson to reading.
			• The **Print or Digital Stories** include a Decodable Lesson Planner:
			  • Step 1: preview and predict (includes tier 2 academic vocabulary words)
			  • Step 2: First Read (read together) includes corrective feedback
			  • Step 3: Check Comprehension
			  • Step 4: Second Read (develop fluency)
			  • Step 5: Retell and Write
			
			Short Reads Decodables
			• There are 30 texts aligned to each of the cards. These Short Read Decodables include lesson planners that focus on the cards as well as vocabulary, comprehension, decoding and fluency, as well as vocabulary, comprehension, writing, and building early reading behaviours.

Strand B2: Foundations of Language Grade 1, Ontario Language Curriculum Expectations 2023
Correlation to Scholastic Language Foundations

Expectation	Lesson Reference	Blevins Book Reference	Additional Resources
B2.1 Phonemic Awareness			
Knowledge and Skills: Blending Phonemes Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			
Orally blending phonemes in words containing up to five phonemes (*e.g.*, teacher says /sh/ /o/ /p/, student responds shop; /s/ /p/ /l/ /i/ /t/ → *split*)	**Scholastic Language Foundations** • Each of the **43 lesson cards** (Alphabet, Phonics, and Word Study) includes explicit instruction for blending. Step 1 of the multi-step lesson plans always includes blending. The words suggested for blending get progressively more complex.	***Phonics From A to Z*** • pp. 70–71: Instruction for teaching segmenting and using Elkonian Boxes • pp. 83–86: Activities for oral segmenting	**Blend Sounds Reproducible**
Knowledge and Skills: Segmenting Phonemes Segmenting spoken words with structures that have more than two phonemes (Note: C stands for *consonant*; V stands for *vowel*.)			
Segmenting the sounds of spoken words containing up to five phonemes • segmenting CVC and CCVC/CVCC words (*e.g.*, prompt: "To segment the word wish, say each sound like this: /w/ /i/ /sh/"), starting with continuous sounds, and then progressing to stop sounds	**Scholastic Language Foundations** • Each of the **43 lesson cards** (Alphabet, Phonics, and Word Study) includes explicit instruction for oral segmenting. Step 1 of the multi-step lesson plans always includes segmenting. The words suggested for segmenting get progressively more complex.	***Phonics From A to Z*** • pp. 70–71: Instruction for teaching segmenting and using Elkonian Boxes • pp. 83–86: Activities for Oral Segmenting	
Splitting a multisyllabic word into its syllables and then segmenting each phoneme in each syllable	**Scholastic Language Foundations** • Each of the **43 lesson cards** (Alphabet, Phonics, and Word Study) includes explicit instruction for oral segmenting. Step 1 of the multi-step lesson plans always includes segmenting. The words suggested for segmenting get progressively more complex.	***Phonics From A to Z:*** • pp. 70–71: Instruction for teaching segmenting and using Elkonin boxes • pp. 83–86: Activities for Oral Segmenting	
B2.2 Alphabet Knowledge			
Knowledge and Skills: Letter Recognition Naming and forming upper- and lowercase letters both in and out of order, and demonstrating knowledge of alphabetic order			
Naming upper- and lowercase letters both in and out of order, with automaticity	**Alphabet Cards** • Includes one general card for teaching letter recognition using three steps. • Includes 26 cards; one for each letter of the alphabet: Step 1 includes explicitly teaching the letter name and sound.	***Phonics From A-Z*** • pp. 35–54: Includes instructional activities, suggested sequence for teaching letters, letter writing practice, list of alphabet books	**Handwriting Practice Reproducible**
Recognizing and naming upper- and lowercase letters in various fonts			**Handwriting Fonts Reproducible**
Printing upper- and lowercase letters with appropriate formation patterns, size, orientation, placement, and spacing		***Phonics From A to Z*** • pp. 35–54: Includes instructional activities, suggested sequence for teaching letters, letter writing practice, list of alphabet books	**Handwriting Practice Reproducible**
B2.3 Grapheme-Phoneme Correspondence			
Knowledge and Skills: Grapheme-Phoneme Correspondence Understanding the relationship between simple, high-frequency, and complex graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent (Note: e in "VCe" below represents the silent e at the end of a word.)			

Applying previously learned GPC concepts	**Alphabet Cards** • One alphabet card for each consonant (and vowel) that includes a three-step lesson plan for each grapheme. **Phonics Cards:** • Includes a five-step lesson		**Printables** • One alphabet card for each consonant (and vowel) that includes a three-step lesson plan for each grapheme. **Letter-Sound Flash Cards**
Identifying: <–all>, <–oll>, <–ull>	**Phonics Cards** • Variant Vowels: Phonograms all, oll, ull card: Includes five-step lesson plan	***Phonics From A to Z*** • pp. 234–252: Includes information on using phonograms and provides word lists for long vowel sound in VCC words. Includes -oll, -ull, and -all, as well as many more.	
Identifying: consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation	**Phonics Cards** • Digraph ph card: Includes five-step lesson plan • Digraph nk/ng card: Includes five-step lesson plan • Soft c card: Includes five-step lesson plan; soft c included in three-step lesson in Alphabet C card • Soft g card: Includes five-step lesson plan; soft g variation, included in in the three-step lesson in the Alphabet G card		
Identifying: VCe patterns	**Phonics Cards** • Final e is included in the long vowel phonics cards: Long a, Long e, Long i, Long o, Long u; includes the five-step lesson • Final e card: Final e phonics lesson includes exceptions to VCe	***Phonics From A to Z*** • pp. 222–224: Includes word lists	
Identifying: VCe exceptions	**Phonics Cards** • Final e card: Final e phonics lesson includes exceptions to VCe		
Identifying: long vowel sounds in VCC words: <–ild>, <–old>, <–ind>, <–olt>, <–ost>	**Phonics Cards** • Variant Vowels: Phonograms ild, old, ind: Includes five-step lesson plan • Variant Vowels: Phonograms olt, ost, includes five-step lesson plan • Instruction in long vowel sound for o and i are included in the individual long vowel cards	***Phonics From A to Z*** • pp. 128–132: Includes most common and less common graphemes and provides word lists • pp. 234–254: Includes information on using phonograms and provides word lists for long vowel sound in VCC words. Includes-ild, -old, -ind, -olt, and -ost, as well as many more	**Articulation Cards** **Letter-Sound Flash Cards** **Printables** • blend words, build words, sound spelling sort, spell words, quick check
Identifying: long vowel: <y> = /ī/; <i> = /ī/; <e> = /ē/	**Phonics Cards** • Long vowel y included in five-step lessons on Long i card and Long e card • Long e and long i cards include a five-step lesson plan	***Phonics From A to Z*** • pp. 128–132: Includes most common and less common graphemes and provides word lists	
Identifying: <–le> words (*e.g.*, *bundle*)	**Word Study Cards** • Consonant + *le* Syllables card has a five-step lesson plan; includes rules and generalizations for consonant + *le* words	***Phonics From A to Z*** • pp. 267, 270, and 271 also include lists of the most common syllables in the most frequent English words	
Identifying: r-controlled vowels	**Word Study Cards** • r-Controlled Vowel ar, or, ore (as in car) card: Includes five-step lesson plan • r-Controlled Vowels er, ir, ur (as in bird) card: Includes five-step lesson plan	***Phonics From A to Z*** • pp. 138, 139, 160 ,230 includes list of books featuring r-controlled vowels	**Articulation Cards** **Letter-Sound Flash Cards** **Printables** • blend words, build words, sound-spelling sort, spell words, quick check

Identifying: long vowel teams: <ai>, <ay> = /ā/; <ee>, <ea>, <ey> = /ē/; <oa>, <ow>, <oe> = /ō/; <ie>, <igh> = /ī/; <oo>, <u> = /oo/; <oo> = /ū/; <ew>, <ui>, <ue> = /ū/	**Phonics Cards** • ai, ay included in Phonics Long Vowel a card: Includes five-step lesson plan • ea, ee, ey included in Phonics Long e card; card also includes graphemes ie, y, and ey • a, aw included in Phonics Long e card • ie, igh included in Phonics Long i card; card also includes y • ew, ue included in Phonics Long u card • ui included in Phonics Variant Vowels	***Phonics From A to Z*** • Includes background information about the 44 sounds of English, the graphemes that represent the 44 sounds, creating phonics lessons, meeting individual needs, and many word lists	**Articulation cards** **Letter-Sound Flash Cards** **Printables** • blend words, build words, sound-spelling sort, spell words, quick check
<au>, <aw>, <augh> = /o/<au>, <aw>, <augh> = /o/	**Phonics Cards** • Phonics Variant Vowels a, au, aw card: Includes five-step lesson plan	***Phonics From A to Z*** • pp. 140: /o/ as in ball (broad o); Includes word lists	
Identifying: <ea> = /ē/, /ā/, /e/	**Phonics Cards** • ea is included in the following Phonics Cards: • Long e card includes <ea> = /ē/ • Long a includes <ea> = /ā/ • Short e includes <ea> = /e/	***Phonics From A to Z*** • Includes background information about the 44 sounds of English, the graphemes that represent the 44 sounds, creating phonics lessons, meeting individual needs, and many word lists	**Articulation Cards** **Letter-Sound Flash Cards** **Printables** • blend words, build words, sound-spelling sort, spell words, quick check
Identifying: <air>, <are>, <ear> = /air/	**Word Study Cards** • r-Controlled Vowel are, air, ear (as in bear) card	***Phonics From A to Z*** • pp. 138, 139, 160, 230: Includes word lists featuring r-controlled vowels	
Identifying: diphthongs: <oi>, <oy> = /oi/; <ou>, <ow> = /ow/	**Phonics Cards** • Complex Vowels: Diphthongs oi, oy card • Complex Vowels: Diphthongs ou, ow card	***Phonics From A to Z*** • pp. 100–102, 229: Includes word lists and book list featuring diphthongs	
Identifying: silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/	**Phonics Cards** • Silent Letters card	***Phonics From A to Z*** • pp. 215–217: Identifies all silent letters and frequency; includes a sample lesson for /wr/	
B2.4, B.25, B.2.6: Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge			
Knowledge and Skills: Applying Phonics Knowledge in Reading and Spelling Reading and spelling CVC, CCVC, CVCC, CCVCC, and CVCe words made of phonics patterns they have learned			
Applying grapheme-phoneme correspondences (see B2.3) to word reading and spelling	**Phonics Cards** • All Phonics Cards have a five-step lesson plan that includes teaching and learning activities • Step 1: Develop Phonemic Awareness, Blending and Segmenting, Introduce the Sound-Spelling, Write to Transfer Sound to Spelling, Articulation Support **Word Study Cards** • All Words Study Cards have a five-step lesson plan that includes teaching and learning activities that support the application of grapheme-phoneme correspondences to word reading and spelling: • Step 1: Developing Phonological Awareness, Introduce the Sound-Spelling, including Rules and Generalizations and Write to Transfer Sound to Spelling		

When reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together	**Phonics Cards** • Step 2: Model Blending, Blend Words, Corrective Feedback, Build Word Fluency **Word Study Cards** • Step 2: Model Blending, Blend Words (includes corrective feedback, cumulative review and building word fluency)		
When spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme	**Phonics Cards** • Step 3: Teach High-Frequency Words (irregular words), Read, Spell, Write, Extend, Build Words • Step 4: Sort Words, Rules and Generalizations, Spell Words • Step 5: Connect to Reading, Build Fluency **Word Study Cards** • Step 3: Teach High-Frequency Words (irregular words), Build • Step 4: Spell Words • Step 5: Connect to Reading, Build Fluency		
Identifying the vowels of a multisyllabic word, splitting the word into its syllables, blending each syllable, and then blending each word	**Word Study Cards** • Open Syllables card and Closed Syllables card: the five-step lesson plans include instruction and learning activities to support splitting words into syllables, and then blending • Vowel-Team Syllables card	***Phonics From A to Z*** • pp. 270–276 includes a list of the 322 most common syllables in most frequent English words and a syllable instruction routine	
Knowledge and Skills: Applying Orthographic Knowledge in Reading and Spelling • Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme • Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading (**Note**: Instruction in grapheme-phoneme correspondence should focus on teaching students the "most common spelling" grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)			
Reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught	**Alphabet, Phonics, and Word Study Cards** • All cards include multiple opportunities in the lesson plans for transferring sounds to letters, spelling, building word fluency focused on the explicitly taught phonemes and corresponding graphemes **Phonics Cards** • The Phonics cards include a five-step lesson plan: • Step 1: Introduce the sound -spelling includes multiple (common) spellings of the phoneme • Step 4: Sort Words: includes rules and generalizations about spelling patterns	***Phonics From A to Z*** • pp. 89–103 includes all phonemes and identifies the most common graphemes for each phoneme along with word lists. This also includes less common spellings and sample words; includes information about non-English speakers	**Articulation Cards** **Letter-Sound Flash Cards** **Sound Spelling Sort Printables** • spell words for the focus phoneme including multiple spellings
Beginning to use the most common spellings for phonemes with multiple graphemes. For example, for a /k/ sound at the end of a word after a short vowel, the most common spelling is <–ck>	**Phonics Cards** • Each Phonics Card introduces the most common spellings for phonemes with multiple graphemes (*e.g.*, long o = o, o_e, oa, ow)	***Phonics From A to Z*** • pp. 89–103 includes all phonemes and identifies the most common graphemes for each phoneme along with word lists. This also includes less common spellings and sample words • Includes information about non-English speakers for each phoneme	

Learning common endings in spelling patterns: • long VCC (<–ild>, <–old>, <–ind>, <–olt>, <–ost>) • long vowel <y>, <ī>, and <ē> • consonant <–le> (*e.g.*, *bundle*)	**Phonics Cards** • Instruction in long vowel sounds for o and i are included in the individual Phonics long vowel cards: • Long Vowel y card includes a five-step lesson • Long e card and Long i card includes a five-step lesson plan **Word Study Cards** • Consonant + *le* syllables: the five-step lesson plan includes rules and generalizations for consonant + *le* words	***Phonics From A to Z*** • Includes information on using phonograms and provides word lists for long vowel sound in VCC words. Includes -ild, -old, -ind, -olt, and -ost, as well as many more	
Learning spellings in graphemes related to the /k/ sound (<k> before <e>, <i>, <y>; <c> before all other letters; <ck> follows a short vowel at the end of one-syllable words)	**Phonics Cards** • Digraph ck card	***Phonics From A to Z*** • p. 11: /k/ as in kite	
Learning the most frequent spellings for some final consonant sounds directly after a short vowel: • <-tch> = /ch/ • <-dge> = /j/ • the FLSZ spelling rule (i.e., <-ff>, <-ll>, <-ss>, <-zz>)	**Phonics Cards** • Digraph ch, tch card: Includes rules and generalizations for ch and tch • Trigraph dge card: Includes rules and generalizations for dge • FLSZ Spelling Rule card: Includes rules and generalization for the Floss spelling rule	***Phonics From A to Z*** • pp. 254–257: Generalizations include vowels and consonants generalizations	
Learning the I J U V spelling rule (these letters do not generally end a word) and that words ending in /v/ will end in <e>	**Phonics Cards** • FLSZ Spelling Rule card: Includes a note about the IJUV spelling rule	***Phonics From A to Z*** • p. 110: Identifies the spelling rule for J • p. 119: Identifies the spelling rule for V	
Learning plurals <–s> vs. <–es>	**Word Study Cards** • Plurals card		
Learning irregular plurals	**Word Study Cards** • Irregular Plurals card: Includes common irregular plurals, *e.g.*, knife/knives, wolf/wolves, foot/feet, potato/potatoes; singular plurals such as moose, deer, fish		
Learning positional spellings: • <ai> vs. <ay> • <oi> vs. <oy> • <ou> vs. <ow>	**Phonics Cards** • Long a card: Includes ai and ay spellings; the five-step lesson plan includes generalizations for ay vs. ai • Diphthongs oi, oy card: five-step lesson plan includes instruction and generalizations for oi vs. oy • Diphthongs ou, ow: five-step lesson plan includes instruction and generalizations for ou vs. ow	***Phonics From A to Z*** • p. 128: /a/ as in cake: Includes word list, including ai and ay words • p. 141: /oi/ as in boy: Includes word list, including oi and oy words • p. 141: /ou/ as in house: Includes word list, including ou and ow words	
Learning suffix spelling changes: • doubling rule for <–ed>, <–ing> • doubling rule for <–er>, <–est> • dropping <–e> rule • <–y> to <i> rule	**Word Study Cards** • Inflectional Endings with Spelling Changes card: five-step lesson plan includes rules and generalizations	***Phonics From A to Z*** • pp. 263–265: Includes instructional suggestions and identifies the most common suffixes ranked by frequency	

Knowledge and Skills: Applying Morphological Knowledge in Reading and Spelling

- Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words:
  - changing the word's function or role in a sentence (*e.g.*, changing a verb to a noun);
  - changing the word's pronunciation (*e.g.*, medic vs. medicine); and/or
  - uncommonly, changing the word's spelling (*e.g.*, hop vs. hopping, divide vs. division)
- Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words

Using prefixes, including: un–, re–, in– (not), dis–	**Word Study Cards** • Prefixes: un, re, in, dis, mis	***Phonics From A to Z*** • pp. 262–263: Includes instructional suggestions and identifies the most common prefixes ranked by frequency	**Printable Activity** • Blend Word Prefixes, Quick Check Prefixes
Using suffixes, including: –ing, –er/–or, –est, –ly	**Word Study Cards** • Suffixes card (-s, -ed, -ing, -ly, -tion) • Suffixes er, or card: Includes five-step lesson plan	***Phonics From A to Z*** • pp. 263–265: Includes instructional suggestions and identifies the most common suffixes ranked by frequency	**Printable Activity** • Blend Word Suffixes
Applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i	**Word Study Cards** • Inflectional Ending with Spelling Changes: Includes five-step lesson plan as above; includes rules and generalizations for consonant doubling, change y to i, and drop final e • Base Words card includes five-step lesson plan, which includes rules and generalizations	***Phonics From A to Z*** • pp. 263–265: Includes instructional suggestions and identifies the most common suffixes ranked by frequency	**Printable Activity** • Blend Word Inflectional Endings with Spelling Changes, Quick Check Suffixes
Understanding the three sounds of –ed and applying them to spelling	**Word Study Cards** • Inflectional Ending -ed: Includes the three sounds of -ed in the five-step lesson plan as above • Includes rules and generalizations		
Using compounding to join bases (*e.g.*, for book, note + book = notebook, book + shelf = bookshelf), and affixing when appropriate	**Word Study Cards** • Compound Words: Includes five-step lesson plan as above • Includes rules and generalizations	***Phonics From A to Z*** • pp. 258–261: Includes lists of compound words	**Printable Activity** • Blend Compound Words, Quick Check Compound Words

Knowledge and Skills: Words with Irregularities

- Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities
- Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units

Applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular	**Phonics and Word Study Cards** • All Phonics and Word Study Cards include multi-step lesson plans focused on children identifying sounds for a grapheme and applying that knowledge to writing and reading. • In addition, each lesson plan in the Phonics and Word Study Cards includes a section on high-frequency, irregular words; the Read-Spell-Write-Extend Routine is used for instruction and learning about irregular words.		

Learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word what, but they would memorize the vowel pattern. For example, in the word put, students use grapheme-phoneme correspondences to decode the /p/ and /t/ and memorize that the /u/ has an unexpected pronunciation.	**Phonics and Word Study Cards** • All the Phonics and Word Study cards include a section that focuses on decoding and spelling irregular words using the Read-Write-Spell and Extend Routine	***Phonics From A to Z*** • pp. 193–195, 198–199: Includes a Read-Spell-Write-Extend routine for irregular words	
B2.7 Vocabulary			
Knowledge and Skills: Networks and Features of Words Linking the meanings and features of new words, such as linking semantic features to their existing word schemas			
Learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)	***Vocabulary Cards*** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Reproducible Activity**
Demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features	***Vocabulary Cards*** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Printable Activity**
Linking new words to previously learned words based on their semantic features	***Vocabulary Cards*** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Printable Activity**
Recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some* ***rocks*** (noun). *This movie* ***rocks*** (verb).	***Vocabulary Cards*** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• Each Alphabet, Phonics, and Word Study Card includes a **Printable or Digital Story** to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • **Printable Activity**
Using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary	***Vocabulary Cards*** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• The **Print or Digital Stories** include a Decodable Lesson Planner • **Printable Activity**

Demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (*e.g.*, sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons)	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
Providing definitions, including a category and an example, for routine or content-based words that they have learned through explicit instruction (*e.g.*, ***Happy*** *is a feeling. You feel* ***happy*** *when you see your friend.*)	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
Demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, time, and quantity (*e.g.*, yesterday-tomorrow, first-last, cool-warm, add-subtract, above- beneath)	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
With teacher support, beginning to develop an understanding of synonyms	***Vocabulary Cards*** • Building Word Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
With teacher support, demonstrating an increasing understanding of words with multiple meanings (*e.g.*, pop) and an understanding that different meanings may serve different functions in a sentence (*e.g.*, *pop* can be a noun or a verb)	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
With teacher support, beginning to demonstrate an understanding that words can vary slightly in meaning and are used in specific situations (*e.g.*, jog, sprint, run), and that words may be organized on a scale (*e.g.*, freezing, cold, cool, tepid, warm, hot, scalding)	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
Knowledge and Skills: Independent Word-Learning Strategies Developing strategies to determine the meaning of words in oral language and text			
Learning the meaning of unfamiliar words through looking **outside** the word (i.e., using context, including examples, synonyms, and antonyms) and looking **inside** the word (i.e., using morphological and structural analysis)	**Word Study Cards** • Prefixes card: Structural and morphological analysis present in the lessons • Suffixes card: Structural and morphological analysis present in the lessons • Compound Words card: Structural and morphological analysis present in the lessons	***Phonics From A to Z*** • pp. 257–277: Structural Analysis: Using Word Parts: Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English.	

Applying their developing morphological knowledge to support their understanding of the meaning of new words (*e.g.*, take the sentence Ted's backyard was too small, so he wanted to look for one that was more spacious. Students can use the sentence context, as well as morphological information about the base space, to determine the meaning of the unknown word)	**Word Study Cards** • Prefixes card: Structural and morphological analysis present in the lessons • Suffixes card: Structural and morphological analysis present in the lessons • Compound Words card: Structural and morphological analysis present in the lessons	***Phonics From A to Z*** • pp. 257–277: Structural Analysis: Using Word Parts: Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English	
Demonstrating an awareness of when they do not understand new spoken words and clarifying the meanings (*e.g.*, spontaneously state that they do not understand a word and ask for a definition)	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
Knowledge and Skills: Tier 2 Words • Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas			
Using Tier 2 words (*e.g.*, analyze, compare) that have been explicitly taught in various subject areas (*e.g.*, science, social studies) across multiple contexts	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
Using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
Knowledge and Skills: Applying Morphological Knowledge to Vocabulary • Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words			
Beginning to recognize and use an understanding of high-frequency morphemes (*e.g.*, re–, –ly) to figure out the meaning of unknown words they hear, with teacher support	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		• **Printable Activity**
B2.8 Reading Fluency: Accuracy, Rate, and Prosody			
• **Knowledge and Skills: Accuracy, Rate, and Prosody** • Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words • Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency • Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning			
Identifying the sound for a grapheme accurately and automatically	**Alphabet, Phonics, and Word Study Cards** • All Alphabet, Phonics, and Word Study Cards include multi-step lesson plans focused on children identifying sounds for a grapheme and applying that knowledge to writing and reading.		

Developing accurate and effortless word identification at the single-word level, based on learned grapheme-phoneme correspondences and learned irregular words	**Alphabet, Phonics, and Word Study Cards** • All Alphabet, Phonics, and Word Study cards include multi-step lesson plans focused on children identifying sounds for a grapheme and applying that knowledge to writing and reading. • In addition, each lesson plan in the Phonics and Word Study cards includes a section on high-frequency, irregular words.		
Recognizing high-frequency words effortlessly	**Phonics and Word Study Cards** • Each lesson plan in the Phonics and Word Study cards includes a section high-frequency, irregular words. It uses the Read-Spell-Write- Extend routine.	**Phonics From A to Z** • pp. 193–194, 198–199 includes the Read-Spell-Write-Extend routine for irregular words	
Reading decodable text aloud with increasing automaticity and accuracy and with appropriate pacing to support comprehension		***Phonics From A to Z*** • pp. 174–181 includes criteria for selecting decodables, and making decodable text instruction more impactful	All Alphabet, Phonics, and Word Study cards include in the multi-step lesson plan Connect to Reading and Building Fluency. • Each Alphabet, Phonics, and Word Study card includes a **printable or digital story** to the apply the learning from the card, as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • The **Print or Digital Stories** include a Decodable Lesson Planner: • Step 1: Preview and Predict (includes tier 2 academic vocabulary words) • Step 2: First Read (read together) includes corrective feedback • Step 3: Check Comprehension • Step 4: Second Read (develop fluency) • Step 5: Retell and Write • **Ready for Reading Text Sets and Short Reads Decodables** • Includes blending, building word fluency, corrective feedback, build words, connect to reading, and building fluency • There are 90 **Short Reads Decodables** texts aligned to each of the cards. These Short Read Decodables include lesson planners that focus on the cards as well as vocabulary, comprehension, decoding and fluency, as well as vocabulary, comprehension, writing, and building early reading behaviours.
• Language Conventions			
• B3.1 Syntax and Sentence Structure			
Simple sentences: declarative (*e.g.*, The dog barks loudly all day.)			**Language Conventions Cards** • Declarative and Exclamatory Sentences
Simple sentences: imperative (*e.g.*, Please turn on the water.)			**Language Conventions Cards** • Imperative and Interrogative Sentences
Simple sentences: interrogative (*e.g.*, Where is the library book on structures?)			**Language Conventions Cards** Imperative and Interrogative Sentences

Simple sentences: exclamatory (*e.g.*, I am excited and happy to see my friend!)			**Language Conventions Cards** • Declarative and Exclamatory Sentences
Compound sentences (*e.g.*, Sherice sings in a band and sometimes she plays drums.)			**Language Conventions Cards** • Compound Sentences
• B3.2 Grammar			
Common nouns (*e.g.*, firefighter, drum, park)			**Language Conventions Cards** • Nouns and Pronouns
Plural nouns (*e.g.*, students, desks, berries)	**Word Study Cards** • Plurals card; Focuses on the concept of plurals as wells as spelling (-s and -es) • Inflectional Endings With Spelling Changes card: Includes changing y to i, consonant doubling, deleting silent e		**Language Conventions Cards** • Nouns • Pronoun "I" **Printables** • Singular/Plural Word Sort, Add It
Using the pronoun "I"			**Language Conventions Cards** • Nouns • Pronoun "I"
Verb tense: past (*e.g.*, Hiro walked home from school.)	**Word Study Cards** • Inflectional Endings -ed card		**Language Conventions Cards** • Past Tense • Present Tense • Future Tense **Learning Centre Activity** • Now/Past
Verb tense: present (*e.g.*, Maham draws hearts on all her homework.)			**Language Conventions Cards** • Past Tense • Present Tense • Future Tense
Verb tense: future (*e.g.*, Chi will write the email after lunch.)			**Language Conventions Cards** • Past Tense • Present Tense • Future Tense
Common adjectives (*e.g.*, bumpy, brown, delicious, brilliant)			**Language Conventions Cards** • Common Adjectives
Common conjunctions (*e.g.*, when, so what, whether, unless)			**Language Conventions Cards** • Conjunctions
• B3.3 Capitalization and Punctuation			
Capital letters at the beginning of sentences (*e.g.*, We walked to the park this morning.)			**Language Conventions Cards** • Declarative and Exclamatory Sentences • Imperative and Interrogative Sentences
Appropriate punctuation mark at the end of sentences (*e.g.*, The weather is cloudy.)			**Language Conventions Cards** • Declarative and Exclamatory Sentences • Imperative and Interrogative Sentences

Strand B2: Foundations of Language Grade 2, Ontario Language Curriculum Expectations 2023
Correlation to Scholastic Language Foundations

Expectation	Lesson Reference	Blevins Book Reference	Additional Resources
B2.1, B.2.2, B.2.3: Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge			
Knowledge and Skills: Applying Phonics Knowledge in Reading and Spelling Consolidating phonics knowledge in word reading and spelling increasingly complex multisyllabic words, with developing automaticity ➢ Scholastic Language Foundations box and Ready for Reading			
Applying phonics to read the individual syllables of multisyllabic words	**Word Study Cards** • Open Syllables card • Close Syllables card • Cards include a five-step lesson plan with blending and segmenting syllables, rules and generalizations about open and closed syllables, building word fluency, teaching high frequency/irregular words, build words, spell words, and connecting to reading • All cards include blending and segmenting activities focused on the target phoneme		
Adjusting for close approximations when reading words, such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as set for *variability*		***Phonics From A to Z*** • pp. 305–308, Phonics Problems—and Solutions: addresses phonics problems; includes Self-Monitoring Prompts for mispronouncing words at beginning, middle, or end	
Knowledge and Skills: Applying Orthographic Knowledge in Reading and Spelling Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme ➢ Scholastic Language Foundations box Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading (Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the "most common spelling" grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.) ➢ Scholastic Language Foundations box and Ready for Reading			
Reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught	**Phonics Cards and Word Study Cards** • The multi-step lesson for each Phonics and Word Study card includes teaching and learning activities focused on a specific phoneme-grapheme: Activities include Write to Transfer to Spelling, Blend Words, Build Words, Spell Words, Connect to Reading • Instructional cards for blends, digraphs, diphthongs, r-controlled vowels, and variant vowels • Printable application and practice activities are also included with each instructional card	***Phonics From A to Z*** • Includes background information about the 44 sounds of English, the graphemes that represent the 44 sounds, creating phonics lessons, meeting individual needs, and many word lists. It also includes book lists that feature particular phonemes such as stories with long a	

Using the most common spellings for phonemes with multiple graphemes. For example, for a long /o/ in the middle of a word, <o_e> is the most common spelling pattern followed by <oa>	**Phonics Cards and Word Study Cards** • Each Phonics and appropriate Word Study card identifies the most common spellings for phonemes with multiple graphemes. The lesson will indicate which is the most common spelling.	***Phonics From A to Z:*** • pp. 98–99: Consonant Generalizations • pp. 102–104: Vowel Generalizations • pp. 105–143: Identifies each of the 44 phonemes and the most common spellings and less common spellings • pp.155–156: Includes a chart showing the most frequent spellings of the 44 sounds of English by percentage	
Consolidating common ending spelling patterns and suffix spelling changes through systematic review	**Word Study Cards** • Inflectional Endings -ing • Inflectional Ending -ed • Inflectional Endings with Spelling Changes • The five-step lesson plan in each card includes instruction for building words and spelling words	***Phonics From A to Z*** • pp. 263–265: Inflectional Endings pages	**Reproducibles** • Blending Words, Quick Checks, Sound Boxes
Becoming familiar with low-frequency spellings: <-ar >, <-or>= /er/ (*e.g.*, *dollar, doctor*)	**Word Study Cards** • Suffixes card: Instruction in suffixes includes er and or • Suffixes er, or card	***Phonics From A to Z*** • pp. 263–265: Includes a chart showing the most common suffixes by percentage of use	
<air>, <-are>, <-ear>, = /air/ <ear> = <ear> (*e.g.*, *bear*)	**Phonics Cards** • r-Controlled Vowels are, air, ear card: Includes rules and generalizations • The five-step lesson plan includes Write to Transfer Sound to Spelling, Rules and Generalizations, Spell Words, Build Word Fluency, Connect to Reading	***Phonics From A to Z*** • pp. 138, 139, 160, 230: Generalizations includes book lists featuring r-controlled vowels	
Alternate long <ā>: <ei>, <ey> <eigh> <ea>	**Phonics Cards** • Long a card: The five-step lesson plan includes teaching and learning activities focusing on the alternate long <a> sound with ey, ai, ea, eigh.	***Phonics From A-Z*** • p. 128: /a/ as in cake: Includes the most common and less common spellings; also includes word lists	
Alternate long /u/: <ew>, <eu>, <ue> = /yū/; <ou> = /ū/ (*e.g.*, soup)	**Phonics Cards** • Long u card: The five-step step instructional lesson includes most common and less common graphemes for long /u/ • Printable activities to apply and practise long u graphemes	***Phonics From A-Z*** p. 132: /yoo/ as in cube: Includes the most common and less common spellings; also includes word lists	
<ough> = /aw/	**Phonics Cards** • Variant Vowels a, au, aw card: The five-step lesson plan includes teaching and learning activities focusing on <ough> = /aw/	***Phonics From A-Z*** • p. 140: /o/ as in ball: (broad o sound)	
Signal vowels (<e> <i> <y>) for soft <c> and soft <g>	**Phonics Cards** • Soft c card: five-step lesson plan includes rules and generalizations • Soft g card: five-step lesson plan includes rules and generalizations	***Phonics From A-Z*** • p. 108: /g/ as in gate includes information on soft g • p. 117: /s/ as in soup includes information on soft c	

<ch> = <sh> /k/; gn>=/n/; <gh>=/g/	**Phonics Cards** • Digraph sh card: five-step lesson plan includes rules and generalizations • Silent Letters card: five-step lesson plan includes rules and generalizations	***Phonics From A-Z*** • p. 124: /sh/ as in shark includes most common graphemes for /sh/ phonemes including /ch/ • p. 114: /n/ as in nest includes most common to less common graphemes for /n/ phoneme including /k/: <gn> = n • p. 108: /g/ as in gate includes most common to less common graphemes for /g/ phonemes including gh = g • pp. 215–217: Silent Letters: Includes the 15 most frequent silent letter spellings and their corresponding sounds and word lists. Also includes a sample lesson for teaching silent letters.	
Knowledge and Skills: Applying Morphological Knowledge in Reading and Spelling Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words: • changing the word's function or role in a sentence (*e.g.*, changing a verb to a noun); • changing the word's pronunciation (*e.g.*, medic vs. medicine); and/or • uncommonly, changing the word's spelling (*e.g.*, hop vs. hopping, divide vs. division) ➢ Scholastic Language Foundations box Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words ➢ Scholastic Language Foundations box			
Using prefixes, including: pre–, de–, a– (schwa), co–, uni–, bi–, tri–, mis–, dis	**Word Study Cards** • Prefixes (un-, re-, in-, dis-, mis-): Includes five-step lesson plan • Step 1: Phonological Awareness, Introduce Sound-Spelling • Step 2: Model Blending, Blend Words • Step 3: Teach High-Frequency Words, Build Words • Step 4: Spell Words • Step 5: Connect to Reading, Build Fluency • Prefixes: de-, a- (schwa), co- uni-, bi-, tri-: Includes five-step lesson plan as above	***Phonics From A-Z*** • pp. 262–263: Includes instructional suggestions and identifies the most common prefixes ranked by frequency	**Reproducible Activity** • Blend Word Prefixes, Quick Check Prefixes

Using suffixes, including: –ion, –ure, –er, –or, –ist, –ish, –y, –ness, –less, –able/ –ible, –ful	**Word Study Cards** • Suffixes card: Includes five-step lesson plan • Step 1: Phonological Awareness, Introduce Sound-Spelling • Step 2: Model Blending, Blend Words • Step 3: Teach High-Frequency Words, Build Words • Step 4: Spell Words • Step 5: Connect to Reading, Build Fluency • Suffixes ure, ist, ish, able, ible card: Includes five-step lesson plan as above • Suffixes er, or card: Includes five-step lesson plan as above • Inflectional with Spelling Changes card: Includes rules and generalizations for consonant doubling, changing y to i, and deleting silent e	***Phonics From A-Z*** • pp. 263–265: Includes chart of the most common suffixes by percentage, rule and generalizations for inflectional endings with spelling changes	**Reproducible Activity** • Blend Word Suffixes
Understanding that derivational affixes not only change the meaning of the word, but also can change the part of speech	**Word Study Cards** • Base Words card includes five-step lesson plan, which includes rules and generalizations	***Phonics From A to Z*** • pp. 263–265: Includes instructional suggestions and identifies the most common suffixes ranked by frequency	
Recognizing that as affixes are added, pronunciation may shift	**Word Study Cards** • Base Words card • Includes rules and generalizations		
Adjusting syllable stress and schwa to produce the correct pronunciation	**Phonics Cards** • The Schwa **Word Study Cards** • Prefixes: de-, a- (schwa), co- uni-, bi-, tri-: Includes five-step lesson plan	***Phonics From A to Z*** • p. 230: Identifies the schwa sound and provides some strategies for decoding	
Exploring derivational word families while adding affixes to a learned base (*e.g.*, changing a verb to a noun: *instruct* + ion = *instruction*)	**Word Study Cards** • Base Words card • Prefixes (un-, re-, in-, dis-, mis-): Includes five-step lesson plan • Prefixes: de-, a- (schwa), co- uni-, bi-, tri-: Includes five-step lesson plan • Suffixes card: Includes five-step lesson plan		
Knowledge and Skills: Words with Irregularities Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities ➢ Scholastic Language Foundations box Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units ➢ Scholastic Language Foundations box			

Applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular	**Phonics and Word Study Cards** • All Phonics and Word Study cards include multi-step lesson plans focused on children identifying sounds for a grapheme and applying that knowledge to writing and reading. • In addition, each lesson plan in the Phonics and Word Study cards includes a section on high- frequency, irregular words. • The Read-Spell-Write-Extend Routine is used for instruction and learning about irregular words.		
Learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word what, but they would memorize the vowel pattern. For example, in the word put, students use grapheme-phoneme correspondences to decode the /p/ and /t/ and memorize that the /u/ has an unexpected pronunciation.		***Phonics From A to Z*** • pp. 193–194, 198–199: Includes a Read-Spell-Write-Extend Routine for irregular words	
B2.4 Vocabulary			
Knowledge and Skills: Networks and Features of Words Linking the meanings and features of new words, such as linking semantic features to their existing word schemas ➢ Scholastic Language Foundations box			
Learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. **Word Study Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**
Demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. **Word Study Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**

Linking new words to previously learned words based on their semantic features	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. **Word Study Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**
Recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some* ***rocks*** (noun). *This movie rocks* (verb).	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. **Word Study Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**
Using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary	**Word Study Cards** • Building Vocabulary Strategies: Features vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		The **Print or Digital Stories** include a Decodable Lesson Planner: • Step 1: Preview and Predict (includes tier academic vocabulary words) • Step 2: First Read (read together) includes corrective feedback • Step 3: Check Comprehension • Step 4: Second Read (develop fluency) • Step 5: Retell and Write **Reproducible Activity**
Demonstrating an understanding of, and generating, a variety of synonyms and antonyms	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. **Word Study Cards** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**

Shifting between the multiple meanings of words depending on context, with some support from the teacher	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. **Word Study Cards** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**
Demonstrating an understanding that words can vary slightly in meaning (*e.g.*, eat vs. devour) and increasing their ability to use words accurately in specific contexts (*e.g.*, *I **ate** my pizza at lunch vs. I was so hungry at lunch that I **devoured** my pizza*)	Each Phonics and Word study card includes a printable or digital story to provide opportunities for children to apply the learning from the card as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. ***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		**Reproducible Activity**
Knowledge and Skills: Independent Word-Learning Strategies Developing strategies to determine the meaning of words in oral language and text ➢ Scholastic Language Foundations box			
Learning the meaning of unfamiliar words through looking **outside** the word (*i.e.*, using context, including examples, synonyms, and antonyms) and looking **inside** the word (i.e., using morphological and structural analysis)	**Word Study Cards** • Prefixes card: Structural and morphological analysis present in the lessons • Suffixes card: Structural and morphological analysis present in the lessons • Compound Words card: Structural and morphological analysis present in the lessons	***Phonics From A to Z*** • pp. 257–277: Structural Analysis: Using Word Parts: Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English.	
Applying their developing morphological knowledge to support their understanding of the meaning of new words (*e.g.*, take the sentence *Ted's backyard was too small, so he wanted to look for one that was more **spacious***. Students can use the sentence context, as well as morphological information about the base space, to determine the meaning of the unknown word)	**Word Study Cards** • Prefixes card: Structural and morphological analysis present in the lessons • Suffixes card: Structural and morphological analysis present in the lessons • Base Words card: Structural and morphological analysis present in the lessons • Compound Words card: Structural and morphological analysis present in the lessons	***Phonics From A to Z*** • pp. 257–277: Structural Analysis: Using Word Parts: Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English.	
Clarifying the meanings when they do not understand spoken or written words by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital)	***Vocabulary Cards*** Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		

Knowledge and Skills: Tier 2 Words Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas ➢ Word Study Cards • Word-Learning Strategies card			
Using Tier 2 words (*e.g.*, analyze, compare) that have been explicitly taught in various subject areas (*e.g.*, science, social studies) across multiple contexts	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		
Using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		
Knowledge and Skills: Applying Morphological Knowledge to Vocabulary ➢ Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words➢Word Study Cards • Word-Learning Strategies card			
Using morphological knowledge, as well as understanding of grammar and sentence structure, to infer the meanings of words	***Vocabulary Cards*** • Building Vocabulary Strategies: Includes vocabulary building strategies, including relating words to known words and concepts, sorting and categorizing, semantic maps; includes tier 2 academic vocabulary words		
B2.5 Reading Fluency: Accuracy, Rate, and Prosody			
Knowledge and Skills: Accuracy, Rate, and Prosody Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency ➢ Scholastic Language Foundations box, Ready for Reading, Short Reads Decodables Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning ➢ Scholastic Language Foundations box, Ready for Reading, Short Reads Decodables			

Reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts	**Phonics and Word Study Cards** • All Phonics and Word Study cards include in the multi-step lesson plan Connect to Reading and Building Fluency.	***Phonics From A to Z*** • pp. 174–181 includes criteria for selecting decodables, and making decodable text instruction more impactful • p. 313: Strategies for students who read word by word in a slow manner	Each Phonics and Word Study card includes a **Printable or Digital Story** to apply the learning from the card, as well as opportunities to develop fluency, comprehension, vocabulary, writing, and early reading behaviours. • The **Print or Digital Stories** include a Decodable Lesson Planner: • Step 1: Preview and Predict (includes tier 2 academic vocabulary words) • Step 2: First Read (read together) includes corrective feedback • Step 3: Check Comprehension • Step 4: Second Read (develop fluency) • Step 5: Retell and Write **Ready for Reading and Short Reads Decodables** • Includes blending, building word fluency, corrective feedback, build words, connect to reading, and building fluency • There are 90 Short Reads Decodables texts aligned to each of the cards. These Short Read Decodables include lesson planners that focus on the cards as well as vocabulary, comprehension, decoding and fluency, as well as vocabulary, comprehension, writing, and building early reading behaviours.
Recognizing irregular and high-frequency words	**Phonics and Word Study Cards** • All Phonics and Word Study cards a section in the five-step lesson plan that focuses on decoding and spelling irregular words using the Read-Write-Spell-Extend Routine. • In addition, each lesson plan in the Phonics and Word Study cards includes a section on high-frequency, irregular words.	***Phonics From A to Z*** • pp. 193–195 includes a routine for teaching decoding irregular words: Read-Spell-Write-Extend Routine	
Using decoding strategies to work through new words and demonstrating automaticity when reading all other words	**Phonics and Word Study Cards** • The multi-step lesson plan for each Phonics and Word Study card includes teaching and learning activities focused on a specific phoneme-grapheme; activities include Write to Transfer to Spelling, Blend Words, Build Words, Spell Words, Connect to Reading. • Instructional cards for blends, digraphs, diphthongs, r-controlled vowels, and variant vowels. • Printable application and practice activities are also included with each instructional card.	***Phonics From A to Z*** • Includes background information about the 44 sounds of English, the graphemes that represent the 44 sounds, creating phonics lessons, meeting individual needs, and many word lists. It also includes book lists that feature particular phonemes such as stories with long a.	

Recoding (rereading) words that were newly decoded to increase word reading fluency	**Phonics and Word Study Cards** • The multi-step lesson plan for each Phonics and Word Study card includes teaching and learning activities focused on a specific phoneme-grapheme; activities include Write to Transfer to Spelling, Blend Words, Build Words, Spell Words, Connect to Reading.		
Using knowledge of punctuation to pause appropriately at longer phrase boundaries and to read with intonation and expression			**Language Convention Cards** • Commas in Lists (pausing appropriately) • Quotation Marks for Direct Speech (reading for intonation and expression)
Language Conventions			
B3.1 Syntax and Sentence Structure: No expectations for Grade 2			
B3.2 Grammar			
Abstract nouns (*e.g.*, peace, joy, imagination, reconciliation)			**Language Conventions Cards** • Abstract Nouns and Collective Nouns
Collective nouns (*e.g.*, fleet, bunch, cluster, batch)			**Language Conventions Cards** • Abstract Nouns and Collective Nouns
Personal pronouns: subject (*e.g.*, you, he, she, it, they, we)			**Language Conventions Cards** • Personal Pronouns
Personal pronouns: possessive (*e.g.*, my, mine; your, yours; their, theirs; our, ours)			**Language Conventions Cards** • Personal Pronouns
Forms of the verb "to be" (*e.g.*, am, are, be, was, being)			**Language Conventions Cards** • Irregular Verbs
Comparative adjectives (*e.g.*, She is *younger* than her brother.)			**Language Conventions Cards** • Comparative and Superlative Adjectives
Superlative adjectives (*e.g.*, They use the *smallest* bag to carry their groceries.)			**Language Conventions Cards** • Comparative and Superlative Adjectives
Coordinating conjunctions (*e.g.*, Karim can be a plumber, or he can be a welder.)			**Language Conventions Cards** • Co-ordinating and Subordinating Conjunctions
Subordinating conjunctions (*e.g.*, You need to walk slowly *because* you may fall on the ice.)			**Language Conventions Cards** • Co-ordinating and Subordinating Conjunctions
Recognition of the words that adverbs modify (*e.g.*, The principal *spoke* calmly during the meeting.)			**Language Conventions Cards** • Recognition of Words that Adverbs Modify (Verbs)
B3.3 Capitalization and Punctuation			
Capital letters for proper nouns (*e.g.*, My family travelled from *Brantford to Toronto* by train.)			**Language Conventions Cards** • Nouns and Pronouns
Commas to separate items in lists (*e.g.*, I like to skate, sled, and snowshoe in the winter.)			**Language Conventions Cards** • Commas in Lists
Apostrophes for possessives (*e.g.*, *Ira's* sister was late to meet him for lunch.)			**Language Conventions Cards** • Apostrophes for Possessives
Quotation marks for direct speech (*e.g.*, Maia said, "I am busy now.")			**Language Conventions Cards** • Quotation Marks for Direct Speech