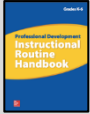
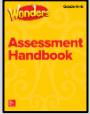
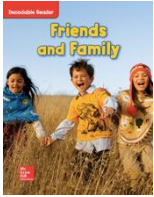

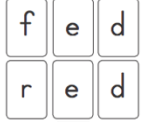

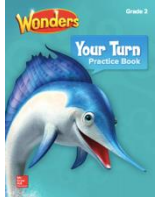

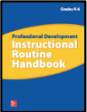
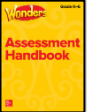
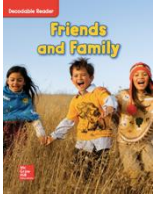

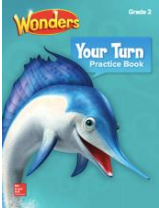
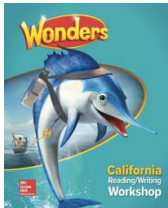
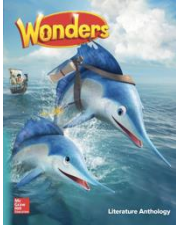


“Acquisition of the foundational skills of reading is essential for independence with printed language” (p. 151).

“Assessment is crucial for determining whether students have, in fact, acquired the prerequisite skills. If not, instruction should target the needed skills and progress to grade-level standards as soon as reasonable for the individual student” (ELA/ELD Framework, p. 327).

Reading Foundational for Skills Standards (RF)	Wonders Resource(s) that Support this Standard <i>Instructional Routine Handbook</i> – Provides <i>routines</i> for teaching each of the foundational skills with step-by-step guides with these resources 	Assessments from Wonders (by book title, assessment name) 	ELA/ELD Framework References
<p>RF.2.3 Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words Know spelling-sound correspondences for additional common vowel teams Decode regularly spelled two-syllable words with long vowels Decode words with common prefixes and suffixes Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words 	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p>Decodable Readers</p> </div> <div style="width: 50%;">  <p>High Frequency Word Cards</p> </div> <div style="width: 50%;">  <p>Word Building Cards</p> </div> <div style="width: 50%;">  <p>Sound-Spelling Cards</p> </div> <div style="width: 50%;">  <p>Your Turn Practice Book</p> </div> <div style="width: 50%;">  <p>Digital Games</p> </div> </div> <ul style="list-style-type: none"> Decodable Readers – two decodable texts for every sound-spelling allowing students to practice decoding skills independently or in small groups High Frequency Word Lists/Cards* - use the Read/Spell/Write routine to teach each word Word Building Cards* – apply phonics skills to build new words Sound-Spelling Cards – sound/letter correspondence and additional spelling patterns that create sound Your Turn Practice Book – phonics and word recognition practice Digital Games – Allows for independent practice of phonics <p>*Only available digitally</p>	<p>Placement and Diagnostic Assessment</p> <ul style="list-style-type: none"> Phonics and Decoding Survey <p>Unit Assessments (phonics test items found in every unit)</p>	<p>“Decodable texts are defined in the ELA/ELD Framework as those in which 75-80 percent of the words consist solely of previously taught letter-sound and spelling-sound correspondences and the remaining words are previously taught high frequency sight words (i.e., words that students have been taught to read by sight because they are irregularly spelled or they contain letter-sound or spelling-sound correspondences not yet taught) or story or content words (<i>ELA/ELD Framework</i>, p. 10).”</p> <p>“Early in the year in both grades 2 and 3, teachers assess the extent to which children grasp the fundamentals of the code and have developed automaticity with basic decoding...They know that students vary in their skills and so the starting point and pace of instruction will vary...Children who are experiencing difficulty or making slow progress are closely monitored and direct, intensive instruction and additional practice is given, as needed (<i>ELA/ELD Framework</i>, p. 311).”</p>

Reading Foundational for Skills Standards (RF)	Wonders Resource(s) that Support this Standard  <i>Instructional Routine Handbook</i> – Provides <i>routines</i> for teaching each of the foundational skills with step-by-step guides with these resources	Assessments from Wonders  (by book title, assessment name)	ELA/ELD Framework References
<p>RF.2.4 Fluency Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read grade-level text with purpose and understanding</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;">  <p>Decodable Readers</p> </div> <div style="width: 50%; text-align: center;">  <p>High Frequency Word Cards</p> </div> <div style="width: 50%; text-align: center;">  <p>Your Turn Practice Book</p> </div> <div style="width: 50%; text-align: center;">  <p>Reading/Writing Workshop</p> </div> <div style="width: 100%; text-align: center;">  <p>Literature Anthology</p> </div> </div> <ul style="list-style-type: none"> ● Decodable Readers – two decodable texts for every sound-spelling allowing students to practice decoding skills independently or in small groups ● High Frequency Word Lists/Cards* – use the Read/Spell/Write routine to teach each word ● Fluency Practice – <i>Your Turn Practice Book</i> – use the fluency pages for additional practice with reading fluency ● Reading/Writing Workshop – Teacher models and students practice their reading fluency ● Literature Anthology – additional fluency practice as students read weekly texts <p style="text-align: center; margin-top: 20px;">*Only available digitally</p>	<p>Placement and Diagnostic Assessment</p> <ul style="list-style-type: none"> ● Oral Reading Fluency Assessment <p>Fluency Assessment</p> <ul style="list-style-type: none"> ● Oral Reading Fluency, grade 2 passages <p>Running Records/Benchmark Books (Digital resource)</p>	<p>“An important component of fluency instruction is ensuring that children have learned the phonics and word recognition skills that allow them to identify words and have opportunities to practice those skills. Fluency instruction also includes many opportunities to listen to and practice fluent reading (<i>ELA/ELD Framework</i>, p. 330).”</p> <p>“Rate is essential in that reading at a sufficient pace supports comprehension. It is important to note, however, that fluency instruction is not a matter of having students mindlessly race through text. Pace is just one aspect of fluency; the ultimate goal is comprehension (<i>ELA/ELD Framework</i>, p. 329).”</p> <p>“Teachers of all grades need to keep in mind the primary purpose of developing children’s fluency with text: Fluency supports comprehension (<i>ELA/ELD Framework</i>, p. 313).”</p>

California English language arts/English language development framework for California public schools, kindergarten through grade twelve. (2015). Sacramento, CA: California Department of Education.
 Resource for implementing the ELA/ELD framework. (2015). Sacramento, CA: California Department of Education.