

Saxon Reading Foundations

Ontario Curriculum Correlation – Grade 2 Language

Curriculum expectations covered:

Strand B. Foundations of Language

B2. Language Foundations for Reading and Writing

- B2.1 Word-Level Reading and Spelling: Using Phonics Knowledge** – use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts
- B2.2 Word-Level Reading and Spelling: Using Orthographic Knowledge** – use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading
- B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge** – use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words
- B2.5 Reading Fluency: Accuracy, Rate, and Prosody** – read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation

B3. Language Conventions for Reading and Writing

- B3.1 Syntax and Sentence Structure** – identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences
- B3.3 Capitalization and Punctuation** – use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech

Strand C. Comprehension: Understanding and Responding to Texts

C1. Knowledge about Texts

- C1.1 Using Foundational Knowledge and Skills to Comprehend Texts** – read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C1.3 Text Patterns and Features** – identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning
- C1.4 Visual Elements of Texts** – identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

C2. Comprehension Strategies

- C2.3 Monitoring of Understanding: Making and Confirming Predictions** – make predictions using background knowledge, text features, and evidence from the text
- C2.5 Monitoring of Understanding: Making Connections** – identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other

familiar texts, and the world around them

Strand D. Composition: Expressing Ideas and Creating Texts

D2. Creating Texts

D2.2 Printing – print legibly and fluently, with appropriate formation patterns, size, placement, and spacing

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		B2.1	B2.2	B2.3	B2.5	B3.1	B3.3	C1.1	C1.3	C1.4	C2.3	C2.5	D2.2
1	Short and Long Vowels	•	•				•						•
2	Review of Vowels	•	•				•						•
3	Consonants	•	•										•
4	The Rule <i>ŷc</i>	•	•										•
5	Assessment 1	•	•										•
6	The Rule <i>ŷ'→</i>	•	•										•
7	Blends	•	•										•
8	Spelling with <i>k</i> and <i>c</i>	•	•										•
9	The Rule <i>vc cv</i>	•	•										•
10	Assessment 2	•	•		•	•	•	•		•		•	•
11	Digraph <i>ck</i>	•	•										•
12	Digraph <i>th</i>	•	•			•	•	•	•				•
13	Digraph <i>sh</i>	•	•										•
14	Digraph <i>ch</i> , Part 1: <i>/ch/</i>	•	•										•
15	Assessment 3	•	•		•	•	•	•		•		•	•

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16	Digraph <i>ch</i> , Part 2: /k/, /sh/	•	•										•
17	The Voiced <i>s</i>	•	•			•	•	•	•				•
18	Combination <i>er</i>	•	•										•
19	Combination <i>ir</i>	•	•										•
20	Assessment 4	•	•		•	•	•	•		•			•
21	Combination <i>ur</i>	•	•										•
22	Combination <i>qu</i>	•	•			•	•	•	•	•	•		•
23	Combination <i>ar</i> , /ar/ Sound	•	•										•
24	Combination <i>ar</i> , /er/ Sound	•	•										•
25	Assessment 5	•	•		•		•	•		•		•	•
26	Combination <i>or</i> , Part 1	•	•										•
27	Combination <i>or</i> , Part 2	•	•			•	•	•					•
28	Combination <i>wh</i>	•	•										•
29	Contractions	•	•							•			•
30	Assessment 6	•	•		•		•	•		•		•	•
31	Sight Words, Part 1	•	•										•
32	"Wild Colt" Words	•	•				•	•					•
33	Suffixes <i>-ed</i> , <i>-ing</i> , <i>-less</i> , <i>-s</i>	•	•	•									•
34	Floss Rule	•	•	•									•
35	Assessment 7	•	•	•	•			•		•		•	•
36	The Rule <i>ŷ-ø</i>	•	•										•
37	Digraph <i>oo</i>	•	•				•	•		•			•
38	Digraph <i>ee</i>	•	•	•									•
39	Spelling with <i>ck</i> and <i>k</i>	•	•								•		•

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40	Assessment 8	•	•		•			•		•		•	•
41	Sight Words, Part 2	•	•										•
42	Final, Stable Syllable <i>-ble</i>	•	•				•	•		•			•
43	Final, Stable Syllables <i>-dle, -fle, -gle, -ple, -tle</i>	•	•										•
44	Compound Words	•	•								•		•
45	Assessment 9	•	•		•		•	•		•		•	•
46	Spelling with <i>ke</i> and <i>ve</i>	•	•										•
47	Vowel <i>y</i> , /ī/	•	•			•	•	•		•	•		•
48	Vowel <i>y</i> , /ē/	•	•										•
49	Spelling the /ē/ sound	•	•										•
50	Assessment 10	•	•		•	•	•	•		•		•	•
51	Digraph <i>ng</i>	•	•	•									•
52	Digraph <i>ph</i>	•	•				•	•		•			•
53	Digraph <i>ea</i>	•	•										•
54	Sight Words, Part 3	•	•										•
55	Assessment 11	•	•		•	•	•	•				•	•
56	Ghost Letter Digraphs <i>gn, kn, wr</i>	•	•										•
57	Diphthong <i>ou</i> , Digraph <i>ou</i>	•	•				•	•		•			•
58	Diphthong <i>ow</i> , Digraph <i>ow</i>	•	•										•
59	Suffixes <i>-er, -est, -y</i>	•	•	•									•
60	Assessment 12	•	•		•			•		•		•	•
61	Digraph <i>ai</i>	•	•										•
62	Digraph <i>ay</i>	•	•				•	•	•	•			•

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		B2.1	B2.2	B2.3	B2.5	B3.1	B3.3	C1.1	C1.3	C1.4	C2.3	C2.5	D2.2
63	<i>c</i> That Sounds Like <i>s</i>	•	•										•
64	Sight Words, Part 4	•	•										•
65	Assessment 13	•	•		•		•	•				•	•
66	The Rule <i>vc cvc cv</i>	•	•	•									•
67	Spelling with Final, Stable Syllables	•	•			•	•	•		•			•
68	Diphthongs <i>oi, oy</i>	•	•										•
69	Suffixes <i>-let, -ly</i>	•	•	•									•
70	Assessment 14	•	•		•			•				•	•
71	Trigraph <i>igh</i>	•	•	•									•
72	Trigraph <i>tch</i>	•	•				•	•		•			•
73	Suffixes <i>-en, -ish, -ist</i>	•	•	•									•
74	Sight Words, Part 5	•	•										•
75	Assessment 15	•	•		•			•				•	•
76	<i>g</i> That Sounds Like <i>j</i>	•	•										•
77	Trigraph <i>dge</i>	•	•			•	•	•					•
78	Spelling with <i>dge</i> and <i>ge</i>	•	•										•
79	Spelling with <i>ch</i> and <i>tch</i>	•	•										•
80	Assessment 16	•	•		•			•		•		•	•
81	The Rule <i>v' cv</i>	•	•										•
82	Suffixes <i>-ful, -ness</i>	•	•	•			•	•	•				•
83	Final, Stable Syllable <i>-tion</i>	•	•	•									•
84	Sight Words, Part 6	•	•										•
85	Assessment 17	•	•		•			•				•	•
86	Digraphs <i>oa, oe</i>	•	•										•

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87	Review of Diphthongs	•	•	•			•	•					•
88	Digraph <i>au</i>	•	•										•
89	Digraph <i>aw</i>	•	•										•
90	Assessment 18	•	•		•			•				•	•
91	The Rule <i>vc' v</i> , Part 1	•	•										•
92	The Rule <i>vc' v</i> , Part 2	•	•	•			•	•		•			•
93	<i>a</i> Before <i>l</i>	•	•										•
94	Sight Words, Part 7	•	•										•
95	Assessment 19	•	•		•		•	•				•	•
96	<i>a</i> After <i>w</i> or <i>qu</i>	•	•										•
97	The Rules <i>vc ccv</i> and <i>vcc cv</i>	•	•	•		•	•	•		•			•
98	Spelling with Final <i>c</i>	•	•										•
99	Scribal <i>o</i>	•	•										•
100	Assessment 20	•	•		•			•		•		•	•
101	Final, Stable Syllable <i>-sion</i>	•	•										•
102	Digraph <i>ew</i>	•	•				•	•		•			•
103	Doubling Rule, Part 1	•	•	•									•
104	Sight Words, Part 8	•	•										•
105	Assessment 21	•	•		•			•		•		•	•
106	Digraph <i>ey</i>	•	•										•
107	Suffix <i>-es</i>	•	•	•			•	•		•			•
108	Digraph <i>ue</i>	•	•										•
109	Suffix <i>-ous</i>	•	•	•									•
110	Assessment 22	•	•		•			•		•		•	•

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111	The Rule v cv' with <i>e, o, and u</i>	•	•										•
112	The Rule v cv' with <i>a and i</i>	•	•	•			•	•		•			•
113	Final, Stable Syllables <i>-cious, -tious</i>	•	•	•									•
114	Sight Words, Part 9	•	•	•									•
115	Assessment 23	•	•		•			•				•	•
116	Final, Stable Syllables that Begin with <i>ci, si, ti</i>	•	•	•									•
117	Digraphs <i>ei, ie</i>	•	•				•	•		•	•		•
118	Quadrigraph <i>eigh</i>	•	•	•									•
119	The Rule v ccv	•	•	•									•
120	Assessment 24	•	•		•			•				•	•
121	Dropping Rule	•	•	•									•
122	Long Multi-Syllable Words, Words with More than One Suffix	•	•	•			•	•	•	•			•
123	Final, Stable Syllable <i>-ture</i>	•	•										•
124	Sight Words, Part 10	•	•										•
125	Assessment 25	•	•		•		•	•	•			•	•
126	Prefixes <i>over-, pre-, under-</i>	•	•	•									•
127	Prefixes <i>dis-, im-, in-, ir-, un-</i>	•	•	•		•	•	•		•	•		•
128	French Endings <i>-ice, -ile, -ine</i>	•	•	•									•
129	The Rule v v	•	•										•
130	Assessment 26	•	•		•			•		•		•	•
131	Prefixes <i>bi-, mis-, mono-, pent-, quad-, re-, tri-</i>	•	•	•									•

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132	Suffix <i>-age</i>	•	•	•			•	•		•			•
133	Doubling Rule, Part 2	•	•	•									•
134	Changing Rule	•	•	•									•
135	Assessment 27	•	•		•			•				•	•
136	Review of Di/tri/quadrigraphs	•	•										•
137	Review of Combinations and Diphthongs	•	•				•	•	•	•			•
138	Review of Final, Stable Syllables and Affixes	•	•	•									•
139	Review of Syllable Division Patterns and Spelling Rules	•	•	•									•
140	Assessment 28	•	•		•			•				•	•