

Foundational Skills: Bridge to Reading Pacing Guide: 2nd

September: Unit 1 “Who We Are”

Next Generation Foundational Skills’ Standards:

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Weekly Assessment: Every Day 5

Phonics Concept

- Word Dictation
- Sentence Dictation
- Red Words

Fluency:

- Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)

[Fluency Norms](#)

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
9/1/25 Holiday Labor Day		Routines/Procedures/Assessments				
9/8/25		Routines/Procedures/Assessments				
9/15/25	<u>Days 1-5</u> Week 1	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Rate	Short Vowels: a, i, o (CVC, CCVC words) Endings: -es, - s, -ing, -ed with no spelling changes	want, live, put, help	Rob and Pim Move In
Weekly Assessment: Day 5 Phonics Concept - Word Dictation - Sentence Dictation - Red Words Fluency: Day 4 Reading Passage - Assess Rate, Accuracy, and Prosody						
9/22/25 Holiday Rosh Hashanah	<u>Days 1-3</u> Week 2	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Accuracy	Short Vowels: e, u -ss, -ll, - zz, -ff with Short Vowels What Is a Syllable? Closed Syllables (VC/CV)	tell, well, does, land	Miss Mill Can Make Hats

September/October: Unit 2 How We Organize Ourselves

Next Generation Foundational Skills' Standards:

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
9/29/25	<u>Days 4-5</u> Week 2 <u>Days 1-3</u> Week 3	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Intonation	<u>Week 3</u> Consonant Digraphs: sh, ch, tch, ck, wh, th Inflectional Ending: -ed (3 sounds) Syllable Division: closed syllables + le	things, change, think, until	Wishing For Fun
10/6/25	<u>Days 4 and 5</u> Week 3 <u>Days 1-3</u> Week 4	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Volume and Stress	<u>Week 4</u> Consonant Blends: intial and final Consonant Clusters: spl-, spr-, scr-, strDoubling Rule Closed Syllable Division (VCC/CV, VC/CCV)	still, spell, ask, just	A Hundred Pumpkins <u>Decodable Book</u> Splash and Stretch

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
10/13/25 Holiday Columbus Day	<u>Days 4 and 5</u> Week 4 <u>Days 1 and 2</u> Week 5	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Phrasing	<u>Week 5</u> Long Vowels with Final Silent e: CVCe, CCVCe y as a Vowel Soft g, c Possessives	place, page, try, kind	My Sister Kate
10/20/25	<u>Days 3- 5</u> Week 6 <u>Days 1-2</u> Week 7	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Rate	<u>Week 6</u> Long Vowels with Final Silent e: CVCe, CCVCe y as a Vowel Soft g, c Possessives	why, any, move, most	The Missing Garden Hose
10/27/25	<u>Days 3-5</u> Week 7 <u>Day 1</u> Week 8	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Accuracy	<u>Week 7</u> Long Vowel Teams: ai, ay, ee, ea, ey	means, air, years, here	A Change in the Air

November: Unit 2 How We Organize Ourselves and Sharing the Plant

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2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

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2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

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Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
11/3/25 Holiday Election Day & Professional Development Days	<u>Days 3-5</u> Week 7 <u>Day 1</u> Week 8	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Intonation	<u>Week 8</u> Long Vowel Teams: oa, oe, ow, ie, igh, ui, ue	need, eyes, right, please	The Goat and the Crow
11/17/25 Holiday Veterans Day	<u>Days 2- 5</u> Week 8	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Intonation	<u>Week 8</u> Long Vowel Teams: oa, oe, ow, ie, igh, ui, ue	need, eyes, right, please	The Goat and the Crow

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
11/24/25 (2 Full Days) Holiday Thanksgiving	<u>Days 1-3</u> Week 9	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Volume/Stress	<u>Week 9</u> r-Contolled Vowels with Syllable Division	earth, learn, over, large	What is a Star?

December: Units 2 and 3 Sharing the Planet

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Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

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Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

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<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
12/1/25	<u>Days 1-5</u> Week 10	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Phrasing	<u>Week 10</u> r-Contolled Vowels with Syllable Division	world, work, after, mother	My Mother Books <u>Decodable Books</u> Want or Need Granny's Birthday Gif
12/8/25	<u>Days 1-5</u> Week 11	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Rate	<u>Week 11</u> Complex Vowels: ew, oo (long)	own, even, follow, show	The Newborn Moose
12/15/20 Week Before Holiday	<u>Days 1-5</u> Week 12	Blend Phonemes Segment Into Phonemes Substitute Phonemes	Accuracy	<u>Week 12</u> Complex Vowels: oo, ou (short)	good, away, different, during	A Book Nook
Holiday 12/22/25 to 1/2/26						

January: Unit 3 Sharing the Planet and How We Express Ourselves

Next Generation Foundational Skills' Standards:

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
1/5/26	<u>Days 1-5</u> Week 13	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Intonation	Week 13 Complex Vowels: au, aw, all, alk, alt	because, almost, small, also	A Walk in the Park
1/12/26	<u>Days 1-5</u> Week 14	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Volume and Stress	Week 14 Diphthongs: oi, oy, ou, ow	point, found, sound, young	Going Out of Town

1/19/26 Martin Luther King Day	<u>Days 1 -4</u> Week 15	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Phrasing	<u>Week 15</u> Syllable Division: VC/V, V/CV	before, picture, money, study	I Am an Astronaut
1/26/26	<u>Day 5</u> Week 15 <u>Days 1-4</u> Week 16	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate	<u>Week 16</u> Syllable Division: consonant + le words with closed, open, and r-controlled syllables	little, people, sentence, only	The Doodle Contest <u>Decodable Book</u> The Young Detective Riddles
2/2/26 Conference Days	<u>Day 5</u> Week 16 <u>Days 1-4</u> Week 17	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Accuracy/ Intonation	<u>Week 17</u> Silent Letter Combinations: kn, wr, -mb, gn	know, answer, while, where	Abby's Journal

February: Units 3 and 4 How We Express Ourselves

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2RF3: Know and apply phonics and word analysis skills in decoding words.

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Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

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Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
2/9/26 Week before Holiday Recess	<u>Day 5</u> Week 17 <u>Review and Catch up</u>	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Intonation	<u>Week 17</u> Silent Letter Combinations: kn, wr, -mb, gn	know, answer, while, where	Abby's Journal
Holiday 2/16/26						
2/23/26	<u>Days 1-5</u> Week 18	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Volume and Stress	<u>Week 18</u> Schwa	another, above, along, again	All Aboard!

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
3/2/26	<u>Days 1-5</u> Week 19	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Phrasing	<u>Week 19</u> Compound Words (two syllables)	something, without, maybe, someone	Playtime

March: Unit 4 Where We Are in Place and Time

Next Generation Foundational Skills' Standards:

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
3/9/26	<u>Days 1-5</u> Week 20	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate	<u>Week 20</u> Compound Words (two syllables and more)	school, every, really, lette	The Spelling Bee

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
3/16/26	<u>Days 1-5</u> Week 21	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Accuracy	<u>Week 21</u> Contractions	don't, it's, I'll, didn't	Here's the Place
3/23/26	<u>Days 1-5</u> Week 22	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Intonation	<u>Week 22</u> Homophones	since, around, anyone, animal	My Imaginary Friend <u>Decodable Books</u> Sunrise to Sunset Sports for All
3/30/26 Week Before Holiday	<u>Days 1-5</u> Week 23	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Volume and Stress	<u>Week 23</u> Suffixes: -er, -est, -ly	high, great, light, late	The Bravest of All

April: Unit 5 Where We Are in Place and Time and How the World Works

Next Generation Foundational Skills' Standards:

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Conventions of Academic English/Language for Learning:

L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
4/6/26 Holiday						
4/13/26	Days 1-5 Week 24	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Phrasing	Week 24 Suffixes: -ful, -less	thought, never, always, care	Duck a the Dentist
4/20/26 Assessment Week	Days 1-5 Week 25	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate	Week 25 Prefixes: un-, re-, dis-	read, group, open, water	The Science Fair

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
4/27/26	<u>Days 1-5</u> Week 26	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Accuracy	<u>Week 26</u> Prefixes: mis-, pre-	below, between, form, take	Preparing Meals Together
5/4/26 Conference Days and Math Assessment Week	<u>Days 1-5</u> Week 27	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Intonation	<u>Week 27</u> Prefixes & Suffixes with 3-syllable words	already, important, everything, family	Everything In Its Place

May: Unit 6 How the World Works

Next Generation Foundational Skills' Standards:

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language:

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

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<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
5/11/26	<u>Days 1-5</u> Week 28	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Volume and Stress	<u>Week 28</u> Prefixes & Suffixes with 3-syllable words	anything, special, together, against	The Shiniest Bike <u>Decodable Books</u> Below the Water's Surface A Wishful Thought
5/18/26	<u>Days 1-5</u> Week 29	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Phrasing	<u>Week 29</u> Final Stable Syllables: -ture, -sure, -tion, -sion Additional Affixes: -y, -ness, -ment, -able, -ible	children, person, enough, mountains	Farmer Billy

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
5/25/26 Holiday Memorial Day	<u>Days 1-4</u> Week 30	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate	<u>Week 30</u> Low Frequency Spellings	head, through, nothing, believe	Warm Treasure Soup
6/1/26	<u>Days 1-5</u> Week 31	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Accuracy	<u>Week 31</u> Review: short and long vowels, double consonants, consonant digraphs, consonant clusters	Review	Earth Day

June: Unit 6 How the World Works

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2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

Reading:

Speaking and Listening:

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

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6/8/26	Days 1-4 Week 32	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Intonation	Week 32 Review Review: r-controlled vowels, vowel teams, diphthongs	Review	Eric Carle
6/15/26 Holiday Juneteenth 6/22/26 Last Week of School	Days 1-4 Week 33 and 34	SMALL GROUP ONLY (As Needed) Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Volume and Stress Prosody	Week 33 Review Review: silent letters, compound words, contractions Review: prefixes, suffixes, syllable division	Review	The Knox County Fair The Highest Mountains Decodable Books Dear Danny Pointing the Way