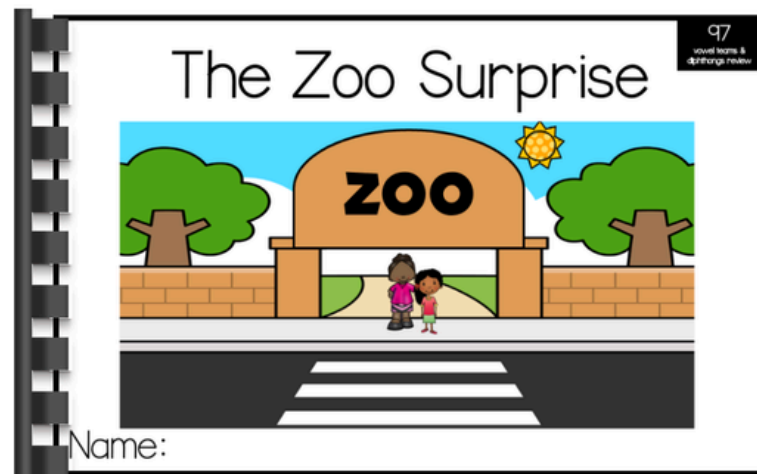


# UFLI 2ND – GRADE

## 72 DECODABLE READERS



**PRINT – COLOR & B/W**

\*Not affiliated or endorsed by UFLI

# DECODABLE READERS

Aligned with UFLI Scope  
and Sequence

Science of Reading

Lessons 38, 42-43, 49, 53, 57,  
59, 62-72, 76-128

Easy to Assemble

Color & Black/White

# 2ND GRADE DECODABLE READERS

- ✓ Strengthens Phonics Skills
- ✓ Improves Fluency and Word Recognition
- ✓ Deepens Comprehension
- ✓ Builds Confidence Through Success



# UFLI SCOPE & SEQUENCE

## 2<sup>nd</sup> GRADE SCOPE AND SEQUENCE

| #  | Lesson Skill                      | HEART Words  | Decodable Book    |
|----|-----------------------------------|--------------|-------------------|
| 38 | Short a, i, o Review              |              | A Big Day         |
| 42 | FLSZ Rule (-ss, -ff, -ll, -zz)    | your, want   | The Hills         |
| 43 | -all, -oll, -ull                  | go, no, so   | The Doll          |
| 49 | Digraphs Review (-ck, sh, th, ch) | review       | The Shell         |
| 53 | Digraphs Review (CCVC)            | review       | Splash!           |
| 57 | VCe Review and e_e                |              | Best Pals         |
| 59 | VCe Review (all)                  | review       | The Cave          |
| 62 | VCe Review and Exceptions         |              | The Snowy Day     |
| 63 | -es Plural Words                  | two, does    | The Foxes         |
| 64 | -ed Ending                        | many, any    | Late for School   |
| 65 | -ing Ending                       | been, into   | The Camping Trip  |
| 66 | Closed/Open Syllables             | friend       | Jo and Blake      |
| 67 | Closed/Closed Syllables           |              | The Cabin         |
| 68 | Open/Closed Syllables             |              | The Bakery        |
| 69 | -tch /ch/                         | woman, women | Mitch's Pet Dog   |
| 70 | -dge /j/                          | move         | The Cop           |
| 71 | -tch/-dge Review                  |              | The New Trick     |
| 72 | Long VCC                          | both         | The Old Map       |
| 76 | Ending Patterns Review            | review       | Lily and the Pony |
| 77 | -ar R-Controlled                  | pretty       | The Park          |

## 2<sup>nd</sup> GRADE SCOPE AND SEQUENCE

| #  | Lesson Skill                  | HEART Words       | Decodable Books        |
|----|-------------------------------|-------------------|------------------------|
| 78 | -or, -ore R-Controlled        | nothing           | A Trip to the Store    |
| 79 | -ar, -or, -ore Review         |                   | The Market             |
| 80 | -er R-Controlled              | other, another    | The Hike               |
| 81 | -ir, -ur R-Controlled         | brother, mother   | The Little Bird        |
| 82 | /er/ -er, -ir, -ur, w+or      | review            | Jen's Trip             |
| 83 | R-Controlled Vowels Review    | water, father     | The Pumpkin Farm       |
| 84 | Long A -ai, -ay               | today, very       | Gail's Playdate        |
| 85 | Long E -ee, -ea, -ey          | above, among      | The Beach              |
| 86 | Long O -oa, -ow, -oe          | again, against    | The Boat Ride          |
| 87 | Long I -ie, -igh              | always, almost    | The Kite               |
| 88 | Vowel Teams Review            |                   | The Yellow Cat         |
| 89 | oo, u /oo/                    | floor, poor, door | The New Friend         |
| 90 | oo /long u/                   | won, son          | The Carnival           |
| 91 | Long U -ew, -ui, -ue          | month             | The Cruise             |
| 92 | Vowel Teams Review            |                   | Snow Trouble           |
| 93 | -au, -aw, -augh               | hour, minute      | The Baseball Game      |
| 94 | ea (short e) a (short o)      | Monday, Wednesday | The Breakfast Surprise |
| 95 | -oi, -oy Diphthongs           | February          | The Birthday Party     |
| 96 | ou, ow Diphthongs             | eye, heart        | The Petting Zoo        |
| 97 | Vowel Teams/Diphthongs Review |                   | The Zoo Surprise       |

## 2<sup>nd</sup> GRADE SCOPE AND SEQUENCE

| #   | Lesson Skill                               | HEART Words         | Decodable Books        |
|-----|--------------------------------------------|---------------------|------------------------|
| 98  | kn, wr, mb Digraphs                        | about               | The Treehouse          |
| 99  | -s/-es Suffixes                            | answer              | The Lemonade Stand     |
| 100 | -er, -est Suffixes                         | review              | The Race               |
| 101 | -ly Suffix                                 | honest, honor       | The Flower Surprise    |
| 102 | -less Suffix                               |                     | The Butterfly Garden   |
| 103 | un- Prefix                                 | truth, truly        | The Snowman            |
| 104 | pre- Prefix                                |                     | The Pie Mishap         |
| 105 | dis- Prefix                                |                     | The Snow Cone Shack    |
| 106 | Affixes Review                             |                     | The Water Spell        |
| 107 | -ed, -ing Doubling Rule                    | busy                | The Backyard Campout   |
| 108 | -er, -est Doubling Rule                    | build, built        | The Apple Orchard      |
| 109 | Drop -e Rule                               | sure                | The Jungle Safari      |
| 110 | -y to i Rule                               | laugh               | The Talent Show        |
| 111 | -ar, -or /er/                              | whom                | The Wizard             |
| 112 | air, are, ear /air/                        | whose               | The Bear on the Stairs |
| 113 | ear /ear/                                  | toward              | Trick or Treat         |
| 114 | Alternate long a (ei, ey, eigh, aigh, ea)  | through             | The Missing Horse      |
| 115 | Alternate long u (ew, eu, ue /yū/; ou /ū/) | learn, early, earth | Mick Finds Treasure    |

## 2<sup>nd</sup> GRADE SCOPE AND SEQUENCE

| #   | Lesson Skill                           | HEART Words          | Decodable Books            |
|-----|----------------------------------------|----------------------|----------------------------|
| 116 | ough (/aw/, long o)                    | buy, guy             | The Lost Dough             |
| 117 | Signal Vowels (c /s/, g /j/)           | guess, guest, guide  | The Giant                  |
| 118 | ch /sh/, /k/; gn /n/, gh /g/; silent t | young, touch         | The Royal Chef             |
| 119 | -sion, -tion                           | enough, tough, rough | Class Election Day         |
| 120 | -ture                                  |                      | Lost in the Museum         |
| 121 | -er, -or, -ist                         |                      | The Little Inventor        |
| 122 | -ish                                   |                      | The Mural                  |
| 123 | -y                                     |                      | The Speedy Robot           |
| 124 | -ness                                  |                      | The King's Greediness      |
| 125 | -ment                                  |                      | Dragon's Embarrassment     |
| 126 | -able, -ible                           |                      | Atta and the Class Pet     |
| 127 | uni-, bi-, tri-                        |                      | The Bilingual Buddy        |
| 128 | Affixes Review                         |                      | The Scientist's Collection |

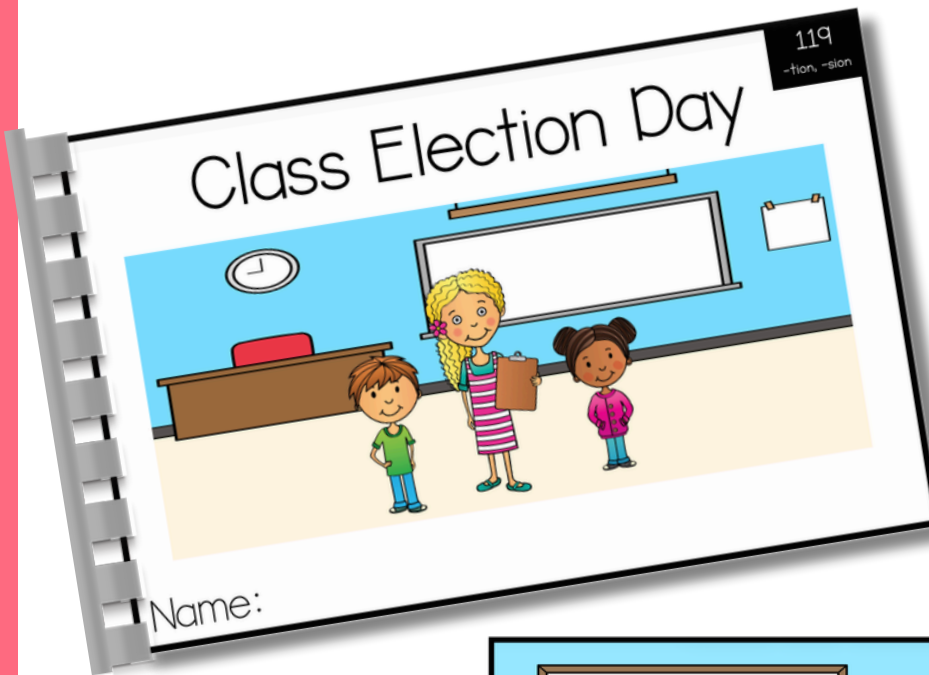
## Reviewed Skills

- Short Vowels
- Digraphs
- Silent E

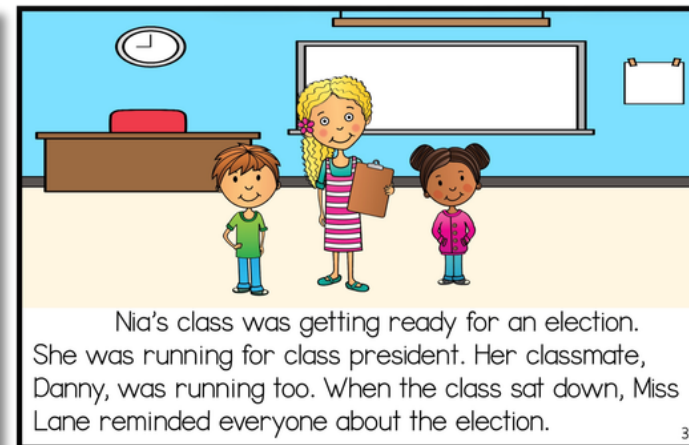
## New Skills

- Endings
- Open/Closed Syllables
- Ending Spelling Patterns
- R-Controlled Vowels
- Long Vowel Teams
- Diphthongs
- Silent Letters
- Prefixes & Suffixes
- Spelling Changes

# SAMPLE DECODABLE READER



| DECODABLE    |          | HEART WORDS |       |
|--------------|----------|-------------|-------|
| election     | decision | enough      | tough |
| introduction | passion  | rough       |       |
| solution     | option   |             |       |
| discussion   | action   |             |       |



"Today we will listen to Danny and Nia's speeches for class president. One student needs enough votes to win," said Miss Lane.

Danny shared his introduction first. He gave a small wave and looked very confident.



Danny spoke with passion. He shared a solution for a quiet space on rough days.

"A reading spot could be an option," he said.

As Danny was speaking, Nia felt nervous. She took a deep breath and waited her turn.



Shortly after, Nia gave her introduction. She spoke about teamwork. "I will listen and take action when there is a problem."

Everyone clapped after the speeches. The class had a short discussion. A few students asked questions.



Soon, the class had to vote.

"This election is a tie!" Miss. Lane said.

"It was tough to make a decision," said one of the students.

"I have an idea," added Miss. Lane. "Nia and Danny can share the job."



The class agreed to the idea. Nia and Danny both felt proud. They were ready to take action and lead together!

Who won the class election?

\_\_\_\_\_

\_\_\_\_\_

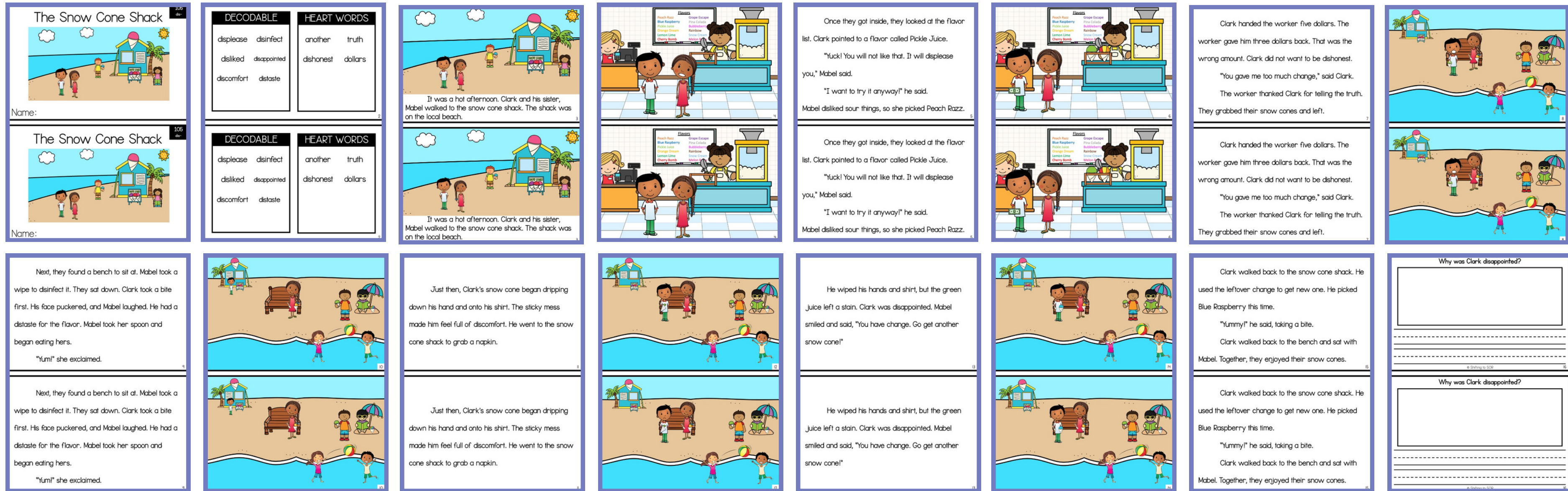
\_\_\_\_\_

\_\_\_\_\_

© Shifting to SQR

## Class Election Day - Lesson 119 - (-tion, -sion)

# EASY ASSEMBLY - PRINTS 2 BOOKS AT A TIME



1

Copy  
1:1 or 1:2  
sided

2

4 staples on  
the left side

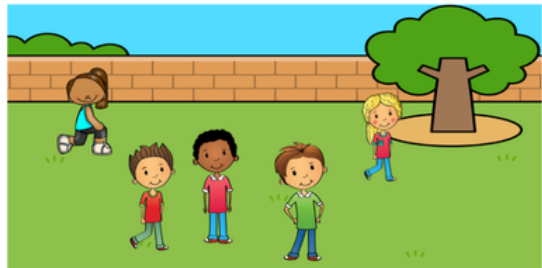
3

cut horizontally  
down the  
middle



# 72 DECODABLE READERS

## A Big Day



Name: \_\_\_\_\_

38  
Short a, i,  
o review

38- Short Vowel Review

## The Hills



Name: \_\_\_\_\_

42  
FLSZ  
-ff, -ll, -  
ss, -zz

42 - FLSZ Rule

## The Doll



Name: \_\_\_\_\_

43  
-all, -oll, -ull

43 - -all, -oll, -ull

## The Shell



Name: \_\_\_\_\_

49  
ck, sh, th,  
ch

49 - Digraphs Review

## Splash!



Name: \_\_\_\_\_

53  
digraphs  
review  
CCVC

53 - Digraphs Review with  
Blends

## Best Pals



Name: \_\_\_\_\_

57  
VCe review  
e\_e

57 - Silent E Review

## The Cave



Name: \_\_\_\_\_

59  
VCe review

59 - Silent E Review

## The Snow Day



Name: \_\_\_\_\_

62  
VCe/  
Exceptions

62 - Silent E Review &  
Exceptions

## The Foxes



Name: \_\_\_\_\_

63  
-es

63 - -es Ending

## Late for School



Name: \_\_\_\_\_

64  
-ed

64 - -ed Ending

## The Camping Trip



Name: \_\_\_\_\_

65  
-ing

65 - -ing Ending

## Jo and Blake



Name: \_\_\_\_\_

66  
open/  
closed

66 - Closed/Open  
Syllables

## The Pigpen Mess

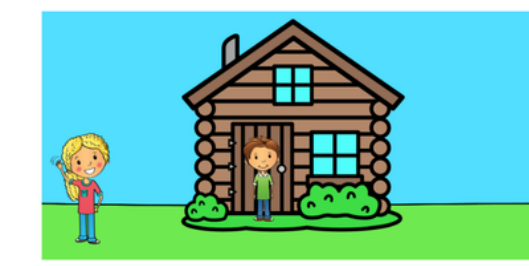


Name: \_\_\_\_\_

67a  
compound

67a - Compound Words

## The Cabin



Name: \_\_\_\_\_

67b  
closed/  
closed

67b - Closed/Closed  
Syllables

## The Bakery



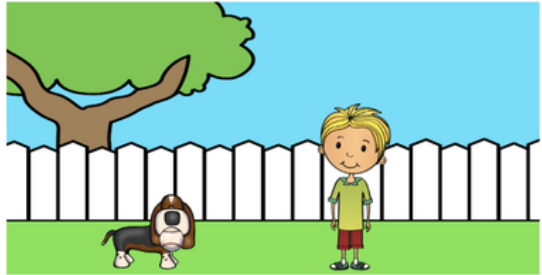
Name: \_\_\_\_\_

68  
open/  
closed

68 - Open/Closed  
Syllables

# 72 DECODABLE READERS

## Mitch's Pet Dog



Name: \_\_\_\_\_

69 - tch /ch/

## The Cop



Name: \_\_\_\_\_

70 - dge /j/

## The New Trick



Name: \_\_\_\_\_

71 - tch, dge Review

## The Old Map



Name: \_\_\_\_\_

72 - Long VCC (-ild, -old, -ind, -olt, -ost)

## Lily and the Pony



Name: \_\_\_\_\_

76 - Ending Patterns Review

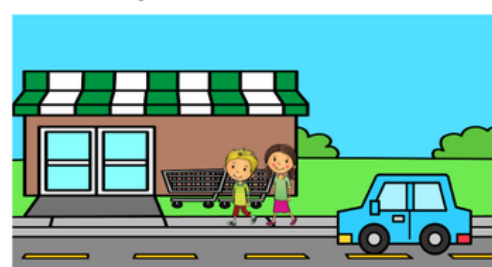
## The Park



Name: \_\_\_\_\_

77 - ar R-Controlled Vowels

## A Trip to the Store



Name: \_\_\_\_\_

78 - or, ore R-Controlled Vowels

## The Market



Name: \_\_\_\_\_

79 - ar, or, ore Review

## The Hike



Name: \_\_\_\_\_

80 - er R-Controlled Vowels

## The Little Bird



Name: \_\_\_\_\_

81 - ir, ur R-Controlled Vowels

## Jen's Trip



Name: \_\_\_\_\_

82 - /er/ er, ir, ur, w+or

## The Pumpkin Farm



Name: \_\_\_\_\_

83 - R-Controlled Vowels Review

## Gail's Playdate



Name: \_\_\_\_\_

84 - Long A ai, ay

## The Beach



Name: \_\_\_\_\_

85 - Long E ee, ea, ey

## The Boat Ride



Name: \_\_\_\_\_

86 - Long O oa, ow, oe

# 72 DECODABLE READERS

## The Kite



Name: \_\_\_\_\_

87 - Long I ie, igh

## The Yellow Cat



Name: \_\_\_\_\_

88 - Vowel Teams Review

## The New Friend



Name: \_\_\_\_\_

89 - oo, u /oo/

## The Carnival



Name: \_\_\_\_\_

90 - oo /long u/

## The Cruise



Name: \_\_\_\_\_

91 - Long U ew, ui, ue

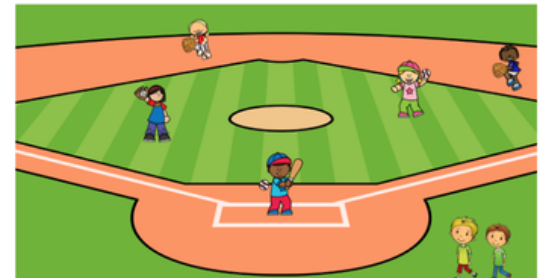
## Snow Trouble



Name: \_\_\_\_\_

92 - Vowel Teams Review

## The Baseball Game



Name: \_\_\_\_\_

93 - au, aw, augh

## The Breakfast Surprise



Name: \_\_\_\_\_

94 - ea (short e),  
a (short o)

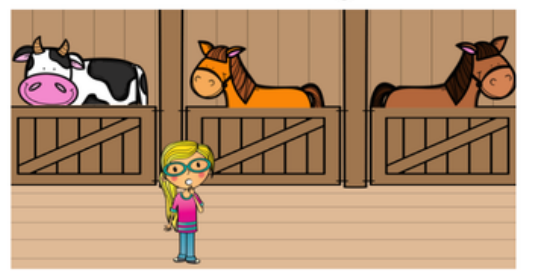
## The Birthday Party



Name: \_\_\_\_\_

95 - oi, oy Diphthongs

## The Petting Zoo



Name: \_\_\_\_\_

96 - ou, ow Diphthongs

## The Zoo Surprise



Name: \_\_\_\_\_

97 - Vowel  
Teams/Diphthongs  
Review

## The Treehouse



Name: \_\_\_\_\_

98 - kn, wr, mb Digraphs

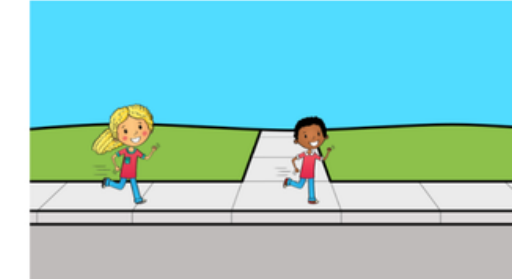
## The Lemonade Stand



Name: \_\_\_\_\_

99 - -s, -es Suffixes

## The Race



Name: \_\_\_\_\_

100 - -er, -est Suffixes

## The Flower Surprise



Name: \_\_\_\_\_

101 - -ly Suffix

# 72 DECODABLE READERS

## The Butterfly Garden



Name: \_\_\_\_\_

102 - -less Suffix

## The Snowman



Name: \_\_\_\_\_

103 - un- Prefix

## The Pie Mishap



Name: \_\_\_\_\_

104 - pre- Prefix

## The Snow Cone Shack



Name: \_\_\_\_\_

105 - dis- Prefix

## The Water Spell



Name: \_\_\_\_\_

106 - Affixes Review

## The Backyard Campout



Name: \_\_\_\_\_

107 - -ed, -ing  
Doubling Rule

## The Apple Orchard



Name: \_\_\_\_\_

108 - -er, -est  
Doubling Rule

## The Jungle Safari



Name: \_\_\_\_\_

109 - Drop -e Rule

## The Talent Show



Name: \_\_\_\_\_

110 - -y to i Rule

## The Wizard



Name: \_\_\_\_\_

111 - ar, or /er/

## The Bear on the Stairs



Name: \_\_\_\_\_

112 - air, are, ear /air/

## Trick or Treat



Name: \_\_\_\_\_

113 - ear /ear/

## The Missing Horse



Name: \_\_\_\_\_

114 - Alternate Long A  
(ei, ey, eigh, aigh, ea)

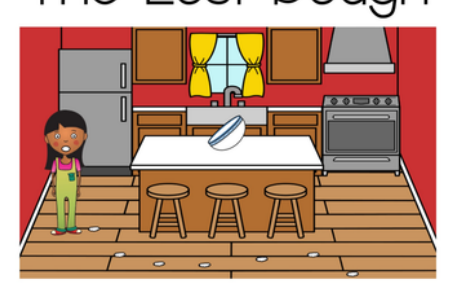
## Mick Finds Treasure



Name: \_\_\_\_\_

115 - Alternate Long U  
(ew, eu, ue /yu/; ou /u/)

## The Lost Dough

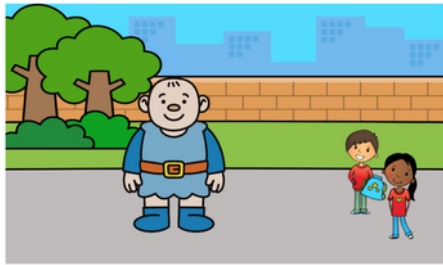


Name: \_\_\_\_\_

116 - ough (/aw/, long o)

# 72 DECODABLE READERS

## The Giant



Name: \_\_\_\_\_

117 - Signal Vowels  
(c /s/, g /j/)

## The Royal Chef



Name: \_\_\_\_\_

118 - ch /sh/, /k/; gn /n/,  
gh /g/: silent t

## Class Election Day



Name: \_\_\_\_\_

119 - -sion, -tion

## Lost in the Museum



Name: \_\_\_\_\_

120 - -ture

## The Little Inventor



Name: \_\_\_\_\_

121 - -er, -or, -ist

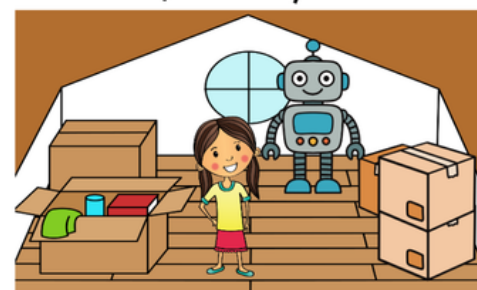
## The Mural



Name: \_\_\_\_\_

122 - -ish

## The Speedy Robot



Name: \_\_\_\_\_

123 - -y

## The King's Greediness



Name: \_\_\_\_\_

124 - -ness

## Dragon's Embarrassment



Name: \_\_\_\_\_

125 - -ment

## Atta and the Class Pet



Name: \_\_\_\_\_

126 - -able, -ible

## The Bilingual Buddy



Name: \_\_\_\_\_

127 - uni-, bi-, tri-

## The Scientist's Collection



Name: \_\_\_\_\_

128 - Affixes Review

# STUDENTS WILL...



**Build Strong Phonics Foundations** - Each decodable reader is carefully aligned to the UFLI Scope and Sequence, helping students reinforce and apply phonics skills in context.



**Boost Reading Confidence** - With texts that are appropriately leveled and skill-focused, students feel successful as they decode and read independently.



**Engage in Age-Appropriate Content** - The stories are fun, meaningful, and designed to keep young readers motivated and eager to practice.



**Engage in Repeated Reading for Fluency** - Students love rereading their “own” books, which strengthens fluency, accuracy, and comprehension.

# TEACHERS WILL...



**Have Access to Readers Aligned to Science of Reading & UFLI** - You can trust that every reader supports evidence-based instruction and matches the UFLI sequence—no guesswork required!



**Save Time with Low-Prep and Ready to Use** - Just print —no need to create materials from scratch. Perfect for busy teachers!



**Easily Differentiate** - Ideal for small group instruction, centers, or one-on-one support —use readers flexibly based on your students' needs.



**Reinforce and Revisit Foundational Phonics Skills**— These readers are perfect for intervention, review, or tiered support.



**Stay Organized and Efficient** - Clearly labeled printable readers make it easy to sort, store, and pull for targeted instruction.

# CHECK OUT WHAT TEACHERS ARE SAYING...



I teach reading intervention and this was a **great resource**. I can **differentiate between grade levels**, and I especially appreciate how this resource doesn't **feel babyish for older readers** working on foundational skills. **Highly recommend.**

-Anna I.



I am so excited to have so **many options for decodable readers** that are **aligned to my UFLI** sequence of instruction. It helps me determine whether my students are understanding the concepts being taught.

-Linette N.