

## Reading Standards for Foundational Skills: Grade 2

**Note: RF 1 and RF 2 do not apply to Grade 2**

### **CLUSTER: PHONICS AND WORD RECOGNITION**

**Anchor Standard 3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**RF 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

#### **Essential Skills:**

**2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.**

- Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC.
- Identify and apply vowel pattern pronunciation rules to read words.

**2.3.b Know spelling-sound correspondences for additional common vowel teams.**

- Understand that a combination of vowels can represent a single vowel sound.
- Identify and apply vowel team pronunciation rules.

**2.3.c Decode regularly spelled two-syllable words with long vowels.**

- Explain and apply syllable division rules.
- Know and understand that every syllable has a vowel sound and be able to apply knowledge of open and closed syllables to determine vowel sound.
- Identify and apply vowel pronunciation rules to read words, such as CVC, CVCE, CVVC.

**2.3.d Decode words with common prefixes and suffixes.**

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- Recognize and define base words.
- Identify and define common prefixes and suffixes.
- Blend parts to read words and describe how the affix affects the word meaning.

### **2.3.e Identify words with inconsistent but common spelling-sound correspondences.**

- Identify and apply the rules for sound-spelling correspondences, including exceptions.

### **2.3.f Recognize and read grade-appropriate irregularly spelled words.**

- Apply a variety of strategies to increase the number of grade appropriate sight words/high frequency words that can be read.

### **Benchmarks:**

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### CLUSTER: FLUENCY

**Anchor Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**RF 2 4: Read with sufficient accuracy and fluency to support comprehension.**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Essential Skills:**

**2.4.a Read grade-level text with purpose and understanding.**

- Apply a variety of decoding strategies to read grade level text.
- Read on-level sight words/high frequency words in isolation and in context with automaticity.
- Begin to self-regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.

**2.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

- Listen to Interactive Read- Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.
- Apply decoding skills to read on-level text.
- Read on-level sight words/high frequency words with automaticity in isolation and in context.
- Use punctuation as cues to appropriate expression.
- Read on-level text with sufficient accuracy and fluency.

**2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

- Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.
- Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.

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- Reread at point of difficulty in order to use structure and meaning to determine unknown word.
- Use context cues, sentence structure, and visual clues to guide self correction.

### **Benchmarks:**