

2ND GRADE FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

Cluster: Phonics and Word Recognition

From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Standard Text:

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

- **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.**

Students Who Demonstrate Understanding Can:

- tell the difference between long and short vowels when reading one-syllable words that have regular spelling patterns.
- identify and spell common vowel combinations.
- read two-syllable words that contain long vowels and regular spelling patterns.
- read words with common prefixes and suffixes.
- recognize and name words with common yet inconsistent spelling-sound correspondences.
- identify and read grade appropriate words that do not follow normal spelling patterns.

Vertical Alignment to Previous Grades:

RF.K.3, 1.3

Vertical Alignment to Future Grades:

RF. 3.3, 4.3, 5.3

Clarification Statement:

- Students should be able to decode words using phonics and word analysis skills.

Vocabulary for Teacher Development:

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **decode** – to apply knowledge of the relationships of letters and sounds in order to form a word
- **digraph** – a combination of two letters representing one sound.

<p>Cluster: Fluency From <i>Achieve the Core</i>: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>	
<p>Standard Text: RF. 2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● Read on-level text with purpose and understanding. ● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ● read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). ● read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. ● use surrounding pictures/words and know when to reread.
<p>Vertical Alignment to Previous Grades: RF. K.4, 1.4</p> <p>Vertical Alignment to Future Grades: RF. 3.4, 4.4, 5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> ● Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct while reading and re-read if necessary. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. ● fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher