


The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Reading Foundational Skills strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Handwriting <ul style="list-style-type: none"> ○ CCSS.RF.2.2 ● Phonics and Word Recognition <ul style="list-style-type: none"> ○ CCSS.RF.2.3 	<ul style="list-style-type: none"> ● Fluency <ul style="list-style-type: none"> ○ CCSS.RF.2.4
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RF.2.2

Foundational Skills

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.

Grade	CCSS Domain	CCSS Strand
2	Foundational Skills (RF)	Print Concepts
Standard	Vertical Alignment	
RF.2.2 Print all upper- and lowercase letters legibly and proportionally.	<i>Previous Grades:</i> RF. K.2, 1.2	<i>Future Grades:</i> RF. 3.2, 4.2, 5.2
Clarification Statement	Vocabulary for Teacher Development	
N/A	<ul style="list-style-type: none"> N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> write all upper- and lower-case letters legibly and of the right size. 		

RF.2.3

Foundational Skills

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.

Grade	CCSS Domain	CCSS Strand	
2	Foundational Skills (RF)	Print Concepts	
Standard		Vertical Alignment	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> ● 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. 		<i>Previous Grades:</i> RF.K.3, 1.3	<i>Future Grades:</i> RF. 3.3, 4.3, 5.3
Clarification Statement		Vocabulary for Teacher Development	
Students should be able to decode words using phonics and word analysis skills.		<ul style="list-style-type: none"> ● 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. 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● 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.

RF.2.4				
Foundational Skills From Achieve the Core: Definition:-: Fluency consists of reading accurately, at an appropriate rate, and with expression.				
2	Foundational Skills (RF)	Fluency		
Standard		Vertical Alignment		
RF. 2.4 Read with sufficient accuracy and fluency to support comprehension. <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. 		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF. K.5, 1.5 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF. 3.5, 4.5, 5.5 </td> </tr> </table>	<i>Previous Grades:</i> RF. K.5, 1.5	<i>Future Grades:</i> RF. 3.5, 4.5, 5.5
<i>Previous Grades:</i> RF. K.5, 1.5	<i>Future Grades:</i> RF. 3.5, 4.5, 5.5			
Clarification Statement		Vocabulary for Teacher Development		
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.		<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 		

	<p>reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <ul style="list-style-type: none"> ● 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
<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. 	