## 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.

- **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:**

# 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.**

- **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:**