Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Foundational Skills

2nd Grade

RF.2.3

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

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding from the Standard

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.
e. Recognize and read grade-appropriate irregularly spelled words.

Academic Vocabulary

- Prefixes*
- Suffixes*
- Vowels
- Vowel teams
- Syllable
- Multi-syllable
- Irregular

Content Elaborations

Learning to recognize and decode printed words develops the skills that are the foundation for independent reading. The National Reading Panel advocates systematic phonics instruction as part of a balanced literacy program. Phonics and other strategies are used for word recognition. Reading is the act of recognizing words and understanding the individual and collective meanings of those words. The ultimate goal of phonics instruction is to understand the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.

Next Grade Level Progression Statement

In the next grade level, students are expected to identify, decode, and understand the most common prefixes and suffixes. They are expected to decode multi-syllable words (i.e., rocket, lumber, muskrat, temper, candle). Students at this grade level will also be expected to read irregularly spelled words that are more complex than they have had at this grade level.

Question Ideas

- Does that word/sentence/paragraph sound right?
- Does that word/sentence/paragraph make sense?
- Does the word have suffixes or prefixes you know?
- How many parts do you hear in that word?

- Are there any patterns you can use to help you write that word?
- Are there any chunks you know that can help you figure out what this word means?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types.

Ohio's Model Curriculum Instructional Supports

Strategies: Phonics Jeopardy

Make a Jeopardy Board with categories such as long vowels, short vowels, prefixes, and suffixes. There are clues for each dollar amount and the contestant answers with a question and then spells the word. For instance, I'll take prefixes for $100. The host reads the questions; You do this when you want to view something again. The contestant answers: What is review, and then spells the word. Jeopardy Labs is a site that allows you to construct this type of game.

Resources: Explicit Instruction: Effective and Efficient Teaching

Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes (Guildford Press, 2011) provides a practical and accessible resource for teachers to implement explicit instruction.

RF.1.3 (Prior Grade Standard)

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

   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

RF.3.3 (Future Grade Standard)

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

   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multi-syllable words.
   d. Read grade-appropriate irregularly spelled words.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Foundational Skills
2nd Grade

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding from the Standard

a. Read grade-level text with purpose and understanding.
b. Read grade-level text 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.

Extended Understanding

- Fluency encompasses the integration of pausing, phrasing, stress, intonation, and rate.

Academic Vocabulary

- Selection
- Strategies
- Paragraph
- Fluently/Fluency
- Expression
- Skimming
- Scanning
- Self-monitor/Self-correct
- Intonation
- Accuracy
- Context clues

Content Elaborations

The focus of Fluency is developing automaticity in word recognition, so the reader can process language for purpose and understanding. Fluency is the ability to read accurately and with proper expression. Fluency is not reading fast but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement

In the next grade level, students are expected to read with sufficient accuracy and fluency to support comprehension.

Question Ideas

- Why did you choose this selection?
- What can you do when the story/text doesn't make sense?
- What strategies can you use when you don't understand the text?
- Can you read this paragraph fluently and with expression?
- Why is it important to scan the page?

- Did you skim the page looking for information?
- Look at the picture. Does it fit with what you just read?
- What does it mean to read fluently?
- What did you notice? (for students who stop or pause while reading)
- What part of the story confused you?
- Did you re-read the part you didn't understand?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types.

Ohio's Model Curriculum Instructional Supports

Strategies: Readers' Theatre

Reader's Theatre is the process of distributing a script to students and having students read with expression appropriate for a variety of roles. Students can provide a Reader's Theatre performance for parents, families, or other classrooms. Use Readers' Theatre to teach for appropriate rate and expression. When students use correct expression, they are exhibiting comprehension.

Resources: Foundational Skills

For additional information on Reading: Foundational Skills, see Ohio's Early Literacy Toolkit and Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards. Portsmouth, NH: RMC Research Corporation, Center on Instruction).

RF.1.4 (Prior Grade Standard)	RF.3.4 (Future Grade Standard)
Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.