

# K-2 Reading Foundations Skills Block Standards: Scope and Sequence: Grade 2 Standards Coverage

The purpose of this document is to provide a high-level overview of the Common Core State Standards, substandards, and associated learning targets explicitly taught and formally assessed in each of the four Reading Foundations Skills modules for Grade 2.<sup>1</sup>

The Reading Foundations Skills Block addresses:

- All of the Foundational Reading Standards
- Select Language Standards (L.2.2c and L.2.2d and e), based on the strong interrelationship between spelling, reading, and writing conventions

The document is organized as follows:

- End-of-grade-level expectation for each standard, followed by a breakdown of the sequence and frequency of instruction of each substandard (reflects the backward design and intentionally sequenced sub-skills that are necessary to master each of the long-term targets)
- The substandards addressed in the curriculum (bolded and in the exact language of the Common Core)
- Long-term learning target(s): EL Education’s interpretation of substandard long-term target (or targets) in “I can” language
- A table with EL’s supporting targets (discrete skills associated with each long-term target), also in “I can” language

The supporting targets serve as a breakdown of each long-term target, sequenced in order of complexity. Once students have mastered these supporting targets (or sub-skills) of each long-term target, they will have mastered the long-term target. If a student needs additional support with a given long-term target, a teacher can look to these supporting targets to assess and remediate.

The charts below show which supporting targets are explicitly taught and formally assessed (either via K–2 Benchmark Assessment or Cycle Assessments) in a given module. (Note that, based on student needs, many more supporting targets than those listed here will be taught during differentiated small group instruction.)

**Note:** X indicates that the standard is explicitly taught during whole group instruction in that module. Once a standard has been introduced and explicitly worked with, if it is not represented with an X in later modules, it means that, although the standard is no longer at the forefront of instruction, it will continue to be present—revisited and reviewed as necessary.

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<sup>1</sup>Each module is approximately eight weeks long, including one flex week. Modules are divided into 1–2 week “cycles” of instruction. Module 1 includes four instructional cycles and Modules 2–4 include seven cycles.

## Phonics and Word Recognition

### CCSS RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 2 students will decode one-syllable and multisyllabic words with a variety of spelling patterns, including long vowel teams. Students will also decode words with common affixes such as re-, pre-, and -ing. Students will continue to grow their bank of irregularly spelled words and words with inconsistent, but common spelling patterns.

By the end of the year, Grade 2 students can:

- RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d: Decode words with common prefixes and suffixes.
- RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f: Recognize and read grade-appropriate irregularly spelled words.

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

##### Long-term learning target:

- I can decode regularly spelled one-syllable words by applying what I know about long and short vowel sounds.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can explain that single vowel letters in one-syllable words usually have short vowel sounds.	X			
I can explain that vowel team spellings in one-syllable words usually have long vowel sounds.	X	X	X	
I can explain that in CVCe (consonant, vowel, consonant, silent e) one-syllable words ending in final -e, the V (vowel) letter usually has a long vowel sound.	X			

#### RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.

##### Long-term learning target:

- I can decode words with common vowel teams by applying what I know about spelling-sound relationships.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the sounds made by different vowel teams.	X	X	X	
I can apply generalizations for decoding words with common vowel teams.	X	X	X	X

#### RF.1.3c: Decode regularly spelled two-syllable words with long vowels.

##### Long-term learning target:

- I can decode (regularly spelled) two-syllable words with long vowels.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can decode a two-syllable word that contains a vowel team (two vowels that make a long vowel sound).	X	X		
I can decode a two syllable word that contains the CVCe vowel pattern.	X	X		

**RF.1.3d: Decode words with common prefixes and suffixes.****Long-term learning target:**

- I can decode words with common prefixes (part of the word at the beginning) and suffixes (part of the word at the end).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify a prefix in a word.			X	X
I can identify a suffix in a word.			X	X
I can make and decode a new word by adding a prefix or a suffix to a base word.			X	X
I can decode words with common prefixes.			X	X
I can decode words with common suffixes.	X	X	X	X

**RF.1.3e: Identify words with inconsistent but common spelling-sound correspondences.****Long-term learning target:**

- I can decode words that have common sounds with different spelling patterns (e.g., *bread, read, break*).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use knowledge of vowel sounds to help me decode words with different spelling patterns.		X	X	X
I can decode words with other vowel patterns (e.g., <i>ou, ow</i> ).	X	X		
I can decode words with r-controlled vowel patterns.		X		
I can decode words with C-le syllable patterns.			X	X
I can use context to help me decode words that have common sounds with different spelling patterns.			X	X

**RF.1.3f: Recognize and read grade-appropriate irregularly spelled words.****Long-term learning target:**

- I can read second-grade words that “don’t play fair” (irregularly spelled words).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read second-grade words that “don’t play fair” in isolation.	X	X	X	X
I can read second-grade words that “don’t play fair” in text.	X	X	X	X

## Fluency

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

Grade 2 students will read grade-level texts fluently and with understanding.

By the end of the year, kindergarten students can:

- RF.1.4a: Read grade-level text with purpose and understanding.
- RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.3c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF.2.4a: Read grade-level text with purpose and understanding.****Long-term learning target:**

- I can read and understand grade-level texts.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the purpose for reading with different types of texts.			X	X
I can read grade-level texts independently.	X	X	X	X

**RF.2.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.****Long-term learning target:**

- I can fluently read grade-level texts aloud.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read at an appropriate rate based on the text type.				X
I can read with appropriate phrasing while paying attention to punctuation.	X	X	X	X
I can read with expression and meaning.	X	X	X	X
I can read accurately (with few or no decoding mistakes).	X	X	X	X
I can adjust my reading rate as needed to increase accuracy with decoding and comprehension.	X	X	X	X

**RF.2.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.****Long-term learning target:**

- I can monitor my own reading for understanding.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can self-correct or confirm a word in a text by asking myself, "Does this make sense?"	X	X	X	X
I can reread when something doesn't make sense or sound right.	X	X	X	X

## Conventions of Standard English

### CCSS L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students in Grade 2 will recognize and write common spelling patterns and syllable types and use this knowledge to spell words correctly. They will recognize and use apostrophes to correctly spell contractions and possessive nouns.

By the end of the year, Grade 2 students can:

- L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives
- L.2.2d: Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

#### L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives.

##### Long-term learning target:

- I can use what I know about common spelling patterns to correctly spell words with those common patterns.
- I can correctly spell high-frequency words.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use an apostrophe to form contractions using familiar words with “am,” “is,” “not,” “would,” “have,” and “are.”		X		X
I can use an apostrophe to show possession.				X

#### L.2.2d Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

##### Long-term learning target:

- I can use spelling patterns I know to spell words correctly.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify spelling patterns based on syllable type.	X	X	X	
I can identify spelling patterns for common vowel teams.	X	X		
I can identify common spelling patterns for adding affixes to words.			X	X
I can identify spelling patterns based on vowel sounds.	X	X	X	X