

Quick Alignment Checklist for Foundational Skills Materials in 2nd Grade

The following components are items which should be a part of healthy 2nd grade literacy materials for foundational skills success.

- _____ Phonics (Standard #3)
- _____ Fluency (Standard #4) (Standards #1 & #2 are only for Kindergarten and 1st Grade)
- _____ Aligned practice materials
- _____ Frequent and regular assessments
- _____ Abundant materials for students who need more support and practice
- _____ Considerable amount of time spent on what students need

Assess students on the 1st grade foundational skills to determine if those are mastered. If not, begin instruction in small group settings with those standards before beginning with the 2nd grade foundational skill standards.

Phonics	
	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.
	3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.
	3b: Know spelling-sound correspondences for additional common vowel teams.
	3c: Decode regularly spelled two-syllable words with long vowels.
	3d: Decode words with common prefixes and suffixes.
	3e: Identify words with inconsistent but common spelling-sound correspondences.
	3f: Recognize and read grade-appropriate irregularly spelled words.

In addition to the standards above, instruction and materials should also include the following:

- Skills-based scope & sequence that is sequential.
- Daily practice of foundational skills in and out of context.
- Regular needs assessments to help teachers determine student mastery of skills.
- Small group guidance for up to 60 minutes for students who need it.
- Regular practice with texts and word lists (decodable/and or high frequency) to support accuracy and automaticity of decoding and word recognition.
- Guidance and resources for students who need more.

Fluency	
	RF.2.4: Read with sufficient accuracy and fluency to support comprehension.
	4a: Read grade-level text with purpose and understanding.
	4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

In addition to the above standards, instruction and materials should include the following:

- Regular read aloud of the same text multiple times (repeated oral reading).
- Regular modeling of fluent reading, particularly for new genres and more complex text.
- Repeated exposure to a large amount of text – across a wide variety of genre and topics – to acquire a deep inventory of words that are instantly recognized or efficiently decoded. This exposure to text and reading also deepens the reader’s knowledge and vocabulary, in turn supporting their fluency, comprehension, and ability to read even more.
- Student engagement in a volume of reading beyond instruction.
- Adequate materials to provide additional guidance and resources for students who need more.
- Additional suggestions for activities, tasks, games, etc., for students to master the standards (classroom schedules may need to be adjusted).
- Regular assessments to monitor progress toward mastery of discrete skills, inform differentiated groupings for practice and support, and place into motion protocols for identification of students who may need further remediation.

Students who do not reach proficiency levels on the first exposures to the foundations of reading will need MORE exposures and experiences. Otherwise they risk becoming the students reading five or more years below grade level in high school – the ones who rarely graduate. (Hernandez, 2011).