



Second Grade Reading Expectations

This list is to be used as a general framework. Each school or school district may have their own set of guidelines.

Fall

- Can decode CVC words (e.g. sad, ten, wig, job, bus)
- Can read words with digraphs (e.g. **ship** or **rack**)
- Can read words with blends (e.g. **clap** or **help**)
- Can read a decodable sentence following first grade sounds and patterns Can recognize and read all the words on the Kindergarten and 1st grade high frequency word list
- Can read with sufficient fluency to support comprehension
- Beginning to use text to confirm or self-correct words, rereading as necessary
- With prompting and support, can read informational texts appropriate for 1st graders
- Applies decoding skills...uses their knowledge of letter/sound correspondence.. when writing (I left my bag in the truck might be written as “i lef mi bag in the truc.”)
- With prompting and an editing checklist, can edit writing for capitalization and punctuation

Spring

- Can read words with glued sounds with -ng or -nk (**sang**, **pink**)
- Can read words with the VCE Syllable (e.g. **take**, **lime**)
- Beginning to understand that words can have a suffix and knows how to decode these words (**thicker**, **jumping**, **rested**)
- Can recognize the r-controlled syllables (ar-harm, or-fork) and common vowel teams (ea-team, oi-boil)
- Can read 2 syllable words that have closed syllables or VCE syllables (**napkin**, **checkmate**)
- Can read all the words on the 2nd grade high frequency word list (learn, brought, enough, piece, tomorrow)
- Read with sufficient accuracy and fluency to support comprehension
- Read orally with accuracy, appropriate rate and expression
- Use context to self-correct word recognition, rereading as necessary

- Applies decoding skills in their writing and correctly spells words that follow 2nd grade spelling patterns
- With an editing checklist, can edit writing for capitalization, punctuation and spelling