

Student Name _____ Teacher Name _____

Foundations of Literacy Skill Checklist - Second Grade

Quarter 1

- ☐ Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.
- ☐ Identify the vowel in a printed syllable or word to:
 - ☐ a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and
 - ☐ b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).
- ☐ Read multisyllabic words by breaking the word into syllables.
- ☐ Decode and encode multisyllabic words using:
 - ☐ consonant digraphs (sh, th, ch, wh, ph, ck)
 - ☐ combination (e.g., qu)
 - ☐ three-consonant blends (e.g., str-, scr-)
 - ☐ blends containing digraphs (e.g., thr-, -nch)
 - ☐ trigraphs (e.g., -tch, -dge)
 - ☐ common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es)
 - ☐ words with a after w read /ă/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall)
 - ☐ words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y)
 - ☐ contractions with am, is, has, not, have, would, and will
- ☐ Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
- ☐ Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.
- ☐ Read texts by:
 - ☐ a. using letter-sound knowledge to segment and blend sounds together
 - ☐ b. decoding the words by analogy
 - ☐ c. recognizing chunks
 - ☐ d. generalizing phonic skills to unknown words
 - ☐ e. using context and visuals from the text to support monitoring and self-correcting

Quarter 2

(In addition to skills taught in Quarter 1.)

- ☐ Decode and encode multisyllabic words using:
 - ☐ variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay)
 - ☐ words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words
 - ☐ words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym)

Quarter 3

(In addition to skills taught in Quarters 1 and 2.)

- ☐ Decode and encode multisyllabic words using:
 - ☐ vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur)

Quarter 4

(In addition to skills taught in Quarters 1-3.)

- ☐ Decode and encode multisyllabic words using:
 - ☐ words with silent letter combinations (e.g., kn, wr, gn, mb, gh)

Applications of Reading Skill Checklist - Second Grade

Quarter 1
<div style="margin-bottom: 5px;"><input type="checkbox"/> Describe the main story elements and sequence the important events.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Describe the basic structure of a literary text (e.g., narrative, drama, and poem).</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Retell a text to enhance comprehension: <div style="margin-left: 20px;"> <input type="checkbox"/> a. include main story elements in a logical sequence for a literary text <input type="checkbox"/> b. include a central idea and supporting details for an informational text </div> </div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: <div style="margin-left: 20px;"> <input type="checkbox"/> a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase <input type="checkbox"/> b. use reference materials to build and integrate background knowledge <input type="checkbox"/> c. use glossaries and dictionaries to determine the meaning of words and phrases <input type="checkbox"/> d. use words and phrases acquired through conversations, reading, and responding to texts </div> </div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: <div style="margin-left: 20px;"> <input type="checkbox"/> a. ask and answer questions about words and phrases to determine their meaning; and <input type="checkbox"/> b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny) </div> </div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.</div>
Quarter 2 (In addition to skills taught in Quarter 1.)
<div style="margin-bottom: 5px;"><input type="checkbox"/> Identify and explain an explicit theme in a literary text.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Identify and explain a central idea and supporting details in an informational text.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Identify different characters' perspectives in a literary text.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.</div>
Quarter 3 (In addition to skills taught in Quarters 1 and 2.)
<div style="margin-bottom: 5px;"><input type="checkbox"/> Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.</div>
Quarter 4 (In addition to skills taught in Quarters 1-3.)
<div style="margin-bottom: 5px;"><input type="checkbox"/> Review progress on skills taught in Quarters 1-3 and identify progress.</div>

Research, Writing and Oral Communication Skill Checklist - Second Grade

Quarter 1

- ☐ Ask and answer questions about print and non-print sources to narrow or broaden thinking.
- ☐ Sequence information from a provided print or non-print source.
- ☐ Write narratives to develop real or imagined experiences. When writing:
 - ☐ a. establish and describe character(s) and setting
 - ☐ b. sequence events and use temporal words to signal event order (e.g., before, after)
 - ☐ c. provide a sense of ending
- ☐ Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:
 - ☐ a. capitalize proper nouns (holidays, product names, and geographic names)
 - ☐ b. use periods to punctuate initials and titles of people
 - ☐ c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks
 - ☐ d. use quotation marks to set off direct quotations and dialogue
 - ☐ e. use apostrophes to form possessives
 - ☐ f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating)
 - ☐ g. identify and use a subject, predicate, and direct object in a sentence; and h. form and use compound sentences
- ☐ Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
- ☐ Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.
- ☐ Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking:
 - ☐ a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes
 - ☐ b. identify and use appropriate digital tools to enhance verbal communication with support from adults
- ☐ Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:
 - ☐ a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions
 - ☐ b. consider the ideas of others by restating what they say during conversations

Quarter 2

(In addition to skills taught in Quarter 1.)

- ☐ Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:
 - ☐ a. introduce a topic
 - ☐ b. use facts and details to develop the topic
 - ☐ c. provide a concluding statement

Quarter 3

(In addition to skills taught in Quarters 1 and 2.)

- ☐ Write opinion pieces about a topic. When writing:
 - ☐ a. introduce an opinion and include reasons with details to support the opinion
 - ☐ b. use grade-appropriate transitions
 - ☐ c. provide a concluding statement
- ☐ Identify a speaker's opinion and at least one supporting reason.

Quarter 4

(In addition to skills taught in Quarters 1-3.)

- ☐ Review progress on skills taught in Quarters 1-3 and identify progress.

The student can read and write the following high frequency words:

1st 9 Weeks

Review Kindergarten and First Grade Words.

2nd 9 Weeks

Review Kindergarten and First Grade Words.

2nd Grade Words Set 1: looking went away want came help next night walk knew laugh

3rd 9 Weeks

Review Kindergarten and First Grade Words.

2nd Grade Words Set 2: don't eat give saw why didn't does every friend again because

4th 9 Weeks

Review Kindergarten and First Grade Words.

All 2nd Grade Words: looking went away want came help next night walk knew laugh

don't eat give saw why didn't does every friend again because