



95% Group
95 Phonics Core Program © 2020
Grade 2 correlated to the
Common Core State Standards for English Language Arts (2010),
Reading: Foundational Skills, Grade 2

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p><i>Opportunities to address the standard appear on the following pages:</i></p> <p>TE: 94–98, 99–103, 105–106, 142–145, 147–150, 166–169, 171–174, 190–193, 195–198, 214–217, 219–222, 228–229, 238–241, 243–244, 248–251, 255–256</p> <p>SW: Vol a: 30–32, 48–50, 56–58; Vol b: 64–66, 72–74, 80–83</p>
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	<p>TE: 264–268, 270–273, 276–278, 281–283, 287, 289, 292–296, 298–301, 304–305, 308–309, 313–314, 315, 318–322, 325–327, 330–332, 335–336, 341, 343, 346–350, 352–355, 358–359, 363–364, 368, 370, 374–378, 381–383, 387–388, 392–393, 397, 399, 402–406, 409–411, 414–415, 419–420, 424–425, 427, 430–434, 437–441, 443–446, 449–450, 454, 456</p> <p>SW: Vol b: 90–94, 98–102, 106–110, 114–118, 122–126; Vol c: 130–134, 138–142</p>
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	<p>TE: 707–710, 713, 714–715, 722, 735–737, 740, 741–742, 749, 787–789, 792, 793–794, 801</p> <p>SW: Vol d: 210, 211, 213, 214, 218, 219, 221, 222, 226, 227, 229, 230, 234, 235, 237, 238, 242, 243, 245, 246</p>

Standard	Descriptor	Citations
RF.2.3d	Decode words with common prefixes and suffixes.	<p><i>Opportunities to address the standard appear in Morphology activities throughout all lessons of the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 70–71, 120–121, 137–138, 178, 225–226, 245–246, 252, 274, 328–329, 355–356, 389, 499, 525, 575–576, 602, 680, 710–711, 738, 786</p> <p>SW: Vol a: 21, 39–41, 50, 58; Vol b: 66, 74, 82, 85, 116; Vol c: 132, 148, 164, 180; Vol d: 204, 211, 227, 243</p>
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	TE: 112–113, 160–161, 184–185, 208–209, 232–233, 258–259, 285–286, 312–313, 367–368, 423–424, 586–587
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	<p><i>Students read irregularly spelled words in the High-Frequency Words activities throughout all lessons of the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 30, 88, 109, 112–113, 184–185, 228, 308, 340, 391–392, 453, 475, 506, 582, 613, 640, 692, 744, 775–776</p> <p>SW: Vol a: 7–8, 15–16, 25–26, 33, 42, 51, 59; Vol b: 67, 75, 85, 93, 102, 109, 117, 125; Vol c: 133, 141, 149, 157, 165, 181, 189; Vol d: 197, 205, 213, 221, 229, 237, 245</p>
Fluency		
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read on-level text with purpose and understanding.	<p><i>Students read on-level texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 38–39, 92–93, 164–165, 236–237, 316–317, 372–373, 458–459, 590–591, 674–675, 726–727, 780–781</p> <p>SW: Vol a: 36–37, 46–47, 54–55; Vol b: 104–105, 112–113, 120–121; Vol c: 144–145, 168–169, 184–185; Vol d: 208–209, 224–225, 240–241</p>
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><i>Students read on-level texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 38–39, 92–93, 164–165, 236–237, 316–317, 372–373, 458–459, 590–591, 674–675, 726–727, 780–781</p> <p>SW: Vol a: 36–37, 46–47, 54–55; Vol b: 104–105, 112–113, 120–121; Vol c: 144–145, 168–169, 184–185; Vol d: 208–209, 224–225, 240–241</p>
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE: 265–266, 272–273, 300–301, 326–328

