**READ ACT**

**SECOND GRADE Minimum Reading Competency Skills**

The Minimum Reading Competency Skills, identified in section 5.00 of the [Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)](https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final), are skills from the [Colorado Academic Standards](https://www.cde.state.co.us/coreadingwriting/reading-writing-and-communicating-academic-standards). These Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for second grade students to achieve by the end of the year to be on track for acquiring basic grade level reading skills.

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| ***By the end of second grade, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **PHONEMIC AWARENESS** |  |  |
| * The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.
 | 5.03(A)(1) |  |
| **PHONICS** |  |  |
| * Decode words with common prefixes and suffixes.
 | 5.03(B)(1) | RWC20-GR.2-S.2-GLE.3-EO.a.v |
| * Identify words with inconsistent but common spelling-sound correspondences.
 | 5.03(B)(2) | RWC20-GR.2-S.2-GLE.3-EO.a.vi |
| * Distinguish long and short vowels in regularly spelled one syllable words.
 | 5.03(B)(3) | RWC20-GR.2-S.2-GLE.3-EO.a.i |
| * Know spelling-sound correspondences for additional common vowel teams.
 | 5.03(B)(4) | RWC20-GR.2-S.2-GLE.3-EO.a.ii |
| * Read multisyllabic words accurately and fluently.
 | 5.03(B)(5) | RWC20-GR.2-S.2-GLE.3-EO.a.iii |
| * Decode regularly spelled two-syllable words with long vowels.
 | 5.03(B)(6) | RWC20-GR.2-S.2-GLE.3-EO.a.iv |
| **READING FLUENCY** |  |  |
| * Read grade-appropriate irregularly spelled words.
 | 5.03(C)(1) | RWC20-GR.2-S.2-GLE.3-EO.a.vii |
| * Read a minimum of 51 words per minute in the fall with fluency; read a minimum of 72 words per minute in the winter with fluency; read a minimum of 89 words per minute in the spring with fluency. (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-644.)

[***Oral Reading Fluency Norms Chart***](http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf) | 5.03(C)(2) | RWC20-GR.2-S.2-GLE.3-ACC.1 |
| * Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.
 | 5.03(C)(3) | RWC20-GR.2-S.2-GLE.3-EO.b.iiRWC20-GR.2-S.2-GLE.3-EO.b.iv |
| **VOCABULARY DEVELOPMENT** |  |  |
| * Determine the meaning of a new word formed when a known prefix is added to a known word.
 | 5.03(D)(1) | RWC20-GR.2-S.2-GLE.3-EO.d.ii |
| * Use a known root word as a clue to the meaning of an unknown word with the same root.
 | 5.03(D)(2) | RWC20-GR.2-S.2-GLE.3-EO.d.iii |
| * Create new words by combining base words with affixes to connect known words to new words.
 | 5.03(D)(3) | RWC20-GR.2-S.2-GLE.3-EO.d.v |
| * Use knowledge of the meaning of individual words to predict the meaning of compound words.
 | 5.03(D)(4) | RWC20-GR.2-S.2-GLE.3-EO.d.iv |

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| ***By the end of second grade, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **ORAL LANGUAGE** |  |  |
| * Use content specific vocabulary to ask questions and provide information.
 | 5.03(E)(1) | RWC20-GR.2-S.1-GLE.2-EO.f |
| * Recount or describe key ideas or details from a text read aloud.
 | 5.03(E)(2) | RWC20-GR.2-S.1-GLE.1-EO.b |
| **READING COMPREHENSION** |  |  |
| * Recount or describe key ideas or details from a text read aloud.
 | 5.03(F)(1) | RWC20-GR.2-S.1-GLE.1-EO.b |
| * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | 5.03(F)(2) | RWC20-GR.2-S.2-GLE.3-EO.b.iii |
| * Answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
 | 5.03(F)(3) | RWC20-GR.2-S.2-GLE.1-EO.a.iiRWC20-GR.2-S.2-GLE.2-EO.a.i |
| * Summarize the main idea using relevant and significant details in a variety of texts.
 | 5.03(F)(4) | RWC20-GR.2-S.2-GLE.2-EO.a.iii |
| * Know and use various text features to locate key factors or information in a text efficiently.
 | 5.03(F)(5) | RWC20-GR.2-S.2-GLE.2-EO.b.ii |
| * Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 | 5.03(F)(6) | RWC20-GR.2-S.2-GLE.2-EO.b.iii |
| * Read text to perform a specific task such as follow a recipe or play a game.
 | 5.03(F)(7) | RWC20-GR.2-S.2-GLE.2-EO.b.iv |
| * Explain how specific images contribute to and clarify a text.
 | 5.03(F)(8) | RWC20-GR.2-S.2-GLE.2-EO.c.i |
| * Compare and contrast the most important points presented by two texts on the same topic.
 | 5.03(F)(9) | RWC20-GR.2-S.2-GLE.2-EO.c.iii |
| * Read and comprehend informational texts, including history/social studies, science, and technical texts.
 | 5.03(F)(10) | RWC20-GR.2-S.2-GLE.2-EO.d.ii |
| * Describe how characters in a story respond to major events and challenges.
 | 5.03(F)(11) | RWC20-GR.2-S.2-GLE.1-EO.a.iv |
| * Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the story.
 | 5.03(F)(12) | RWC20-GR.2-S.2-GLE.1-EO.b.ii |
| * Compare and contrast two or more versions of the same story by different authors or by different cultures.
 | 5.03(F)(13) | RWC20-GR.2-S.2-GLE.1-EO.c.ii |