

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standards:</b>	Phonics/Word Recognitions	<b>Grade level:</b>	2
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### Standards Relating to Foundational Skills

#### Phonics and Word Recognitions

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

### Foundational Skills: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How does knowing how to decode unknown words help students?	The ability to accurately decode unknown words helps students become purposeful readers and learners.
Why is it important to fluently read high frequency words?	Accurately reading high frequency words supports fluency and comprehension.

### Learning Progression: Foundational Skills (2.RF.1 2.RF.2 2.RF.3 2.RF.4 )

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant blends and digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> </ol>	<b>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b> <ol style="list-style-type: none"> <li>a. <b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b></li> <li>b. <b>Know spelling-sound correspondences for additional common vowel teams.</b></li> <li>c. <b>Decode regularly spelled two-syllable words with long vowels and short vowels.</b></li> <li>d. <b>Decode words with common prefixes and suffixes.</b></li> <li>e. <b>Identify words with inconsistent but common spelling-sound correspondences.</b></li> </ol>	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllabic words.</li> <li>d. Read grade-appropriate high frequency words.</li> </ol>

<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate high-frequency words.</p>	<p><b>f. Recognize and read grade-appropriate high frequency words.</b></p>	
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>2.RF.3</b></p> <ul style="list-style-type: none"> <li>• Difference between long and short vowel sounds</li> <li>• Difference between one and two syllable words</li> <li>• Various prefixes and suffixes</li> <li>• Vowel teams</li> </ul>	<p><b>2.RF.3</b></p> <p>The letters found in a word and their placement within the word give us clues about how to decode that word.</p> <p>Letters, letter clusters, and syllables are used in decoding words.</p> <p>Meanings of words change when prefixes and suffixes are added.</p>	<p><b>2.RF.3</b></p> <p>Identify the long and short sound of each vowel.</p> <p>Identify the silent “e” spelling pattern.</p> <p>Identify various vowel teams and sounds.</p> <p>Identify/read common prefixes and suffixes.</p> <p>Read common second grade high frequency words.</p> <p>Decode unknown one- and two-syllable grade-appropriate words.</p>

<b>Student Friendly Language</b>
<p><b>2.RF.3</b></p> <p>I can identify the long and short sound of each vowel.</p> <p>I can decode words with long and short vowels.</p> <p>I can decode words with vowel teams.</p> <p>I can read two-syllable words with long vowels.</p> <p>I can read two-syllable words with short vowels.</p> <p>I can read words with common irregular spellings. (like soft c or -tion)</p> <p>I can read words with prefixes.</p> <p>I can read words with suffixes.</p> <p>I can read second-grade high-frequency words.</p>

## Key Vocabulary

### 2RF.3

- Short vowel
- Long vowel
- Syllable
- Vowel team
- Prefix
- Suffix
- Irregularly-spelled words

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Being able to read unknown words in various print and digital materials helps us navigate the world around us.

## Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

### Foundational Skills

#### Phonics and Word Recognitions

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels and short vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate high frequency words.

Level 1	Level 2	Level 3	Level 4
<p>To decode words, students should be able to, with significant support,</p> <ul style="list-style-type: none"> <li>• Minimally know and apply some phonics and word analysis skills including a few high frequency words, distinguishing long and short vowels, spelling-sound correspondences for a few common vowel teams, and a few common prefixes and suffixes.</li> </ul>	<p>To decode words, students should be able to, with minimal support,</p> <ul style="list-style-type: none"> <li>• Partially know and apply some grade-level phonics and word analysis skills including some high frequency words, distinguishing long and short vowels in one syllable words, spelling-sound correspondences for some common vowel teams, some common prefixes and suffixes and some words with inconsistent but common spelling-sound correspondences.</li> </ul>	<p>To decode words, students should be able to</p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills including high frequency words, distinguishing long and short vowels in one and two-syllable words, spelling-sound correspondences for common vowel teams, common prefixes and suffixes and words with inconsistent but common spelling-sound correspondences.</li> </ul>	<p>To decode words, students should be able to</p> <ul style="list-style-type: none"> <li>• Thoroughly and accurately know and apply grade-level phonics and word analysis skills including high frequency words, distinguishing long and short vowels in multisyllabic words, spelling-sound correspondences for vowel teams, prefixes and suffixes and words with inconsistent but common spelling-sound correspondences.</li> </ul>