

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Foundational Skills	Anchor Standard:	Phonics and Word Recognition	Grade level:	2
----------------	-----------------------------	-------------------------	------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <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 irregularly spelled words.</p>	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>

Student Friendly Language:
<p>I can identify the long and short sound of each vowel.</p> <p>I can sound out words with long and short vowels.</p> <p>I can sound out words with vowel teams.</p> <p>I can read two-syllable words with long 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 words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Difference between long and short vowel sounds ● Difference between one and two syllable words ● Various prefixes and suffixes 	<p>The letters found in a word (eg. arrangement of vowels, soft g or c, -ing or -tion ending, etc.) give us clues about how to sound out 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>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 sight words.</p> <p>Decode unknown one- and two-syllable grade-appropriate words.</p>

Key Vocabulary:

short vowel

long vowel

syllable

vowel team

prefix

suffix

irregularly-spelled words

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Figuring out unfamiliar words when reading a road sign, a menu, a book, a website, etc.

Sounding out words remains important throughout our lives as we read new words in a science article, set of directions, or other technical writing.

Learning a new language requires learning variations in the sounds that letters make. (A strong foundation in a native language, for us English, makes that easier.)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Fluency	Grade level:	2
----------------	-------------------	-------------------------	---------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Student Friendly Language:
<p>I can understand what I am reading.</p> <p>I can read for a purpose.</p> <p>I can read second grade text correctly and smoothly.</p> <p>I can use expression when reading a story.</p> <p>I can hear myself read and reread if something doesn't make sense.</p> <p>I can use context to help me figure out an unknown word</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Accuracy of words • Fluency when reading • Comprehension of text • Ways to show expression • Ways to self-monitor 	<p>Fluency helps readers comprehend and enjoy text.</p> <p>Self-monitoring allows for corrections of accuracy and fluency.</p>	<p>Read on-level text fluently and accurately.</p> <p>State the purpose for reading text.</p> <p>Self-monitor while reading and use context clues and rereading when something doesn't make sense.</p> <p>Answer comprehension questions or retell following a reading of on-level text to support comprehension.</p>

Key Vocabulary:

accuracy
fluency
comprehension
purpose
expression

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Most jobs require readers to accurately read and comprehend text in order to complete day to day activities successfully.

Performing a play or reading a story aloud requires individuals to practice reading smoothly and speaking with expression.

When reading out loud in front of an audience, a reader must self-monitor what they are reading to make sure the audience receives the correct message.(i.e. when giving a corporate presentation, training new employees, pitching new ideas, etc.)

When designing materials to be read by others i.e. brochures, plays, memos, flyers, the purpose of the people reading the material needs to be kept in mind to successfully make the materials.