## 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?

#### Essential Questions
*(Drive Intellectual Curiosity-The Hook)*

- How does knowing how to decode unknown words help students?
- Why is it important to fluently read high frequency words?

#### Big Idea Statements
*(What students need to discover)*

- The ability to accurately decode unknown words helps students become purposeful readers and learners.
- 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)

<table>
<thead>
<tr>
<th>Correlating Standard in Previous Year</th>
<th>Number Sequence &amp; Standard</th>
<th>Correlating Standard in Following Year</th>
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</table>
| 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
  a. Know the spelling-sound correspondences for common consonant blends and digraphs.  
  b. Decode regularly spelled one-syllable words.  
  c. Know final -e and common vowel team conventions for representing long vowel sounds.  
  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | 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. | 3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  
  b. Decode words with common Latin suffixes.  
  c. Decode multisyllabic words.  
  d. Read grade-appropriate high frequency words. |
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Recognize and read grade-appropriate high frequency words.

g. Read words with inflectional endings.

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<tr>
<th>Rigor and Cognitive Complexity</th>
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<tbody>
<tr>
<td><strong>Know (Factual)</strong></td>
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<tr>
<td>2.RF.3</td>
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<tr>
<td>● Difference between long and short vowel sounds</td>
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<tr>
<td>● Difference between one and two syllable words</td>
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<tr>
<td>● Various prefixes and suffixes</td>
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<td>● Vowel teams</td>
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<tr>
<th>Student Friendly Language</th>
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<tbody>
<tr>
<td>2.RF.3</td>
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### Key Vocabulary

**2RF.3**
- Short vowel
- Long vowel
- Syllable
- Vowel team
- Prefix
- Suffix
- Irregularly-spelled words

### Relevance and Applications

**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](https://doe.sd.gov/octe/ELA-resources.aspx)
**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.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td>To decode words, students should be able to, with significant support,</td>
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<tr>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
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