

SD State Standards Disaggregated English Language Arts

Strand:	Reading Foundational Skills	Anchor Standards:	Phonics/Word Recognitions	Grade level:	1
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Standards Relating Foundational Skills-Phonics/Word Recognitions

Phonics/Word Recognition

- 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.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate high frequency words.

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

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
How are words decoded?	Grade level phonics and word analysis skills helps with decoding words.
How do I recognize and read high-frequency words?	It is important to read high frequency words fluently to become a better reader.

Learning Progression: Foundational Skills (1.RF.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>Phonics and Word Recognitions</p> <p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high- 	<p>Phonics/Word Recognition</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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. e. Decode two-syllable words following 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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

<p>frequency words by sight.</p>	<p>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>and short 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 high frequency words.</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 high frequency words.</p>
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Rigor and Cognitive Complexity		
<p>Know (Factual)</p>	<p>Understand (Conceptual) The students will understand that:</p>	<p>Do (Procedural/ Application)</p>
<p>1.RF.3</p> <ul style="list-style-type: none"> ● Words ● Sounds ● Vowel teams ● Syllables ● Inflectional endings ● Digraphs ● Final -e ● High frequency words ● Consonant Blends 	<p>1.RF.3</p> <p>Each syllable in a word will have a vowel sound.</p> <p>Regular one-syllable words can be decoded.</p> <p>Inflectional endings can be added on to words.</p> <p>Final -e makes a vowel long.</p> <p>Vowel teams make long vowel sounds.</p> <p>Some words cannot be sounded out.</p> <p>There are spelling-sound correspondences for common consonant blends and digraphs.</p> <p>Two-syllable words can be broken into syllables.</p>	<p>1.RF.3</p> <p>Identify syllables in words.</p> <p>Decode one-syllable and two-syllable words.</p> <p>Apply inflectional endings to words.</p> <p>Interpret CVCe words.</p> <p>Read words with vowel teams.</p> <p>Read words with consonant digraphs.</p> <p>Identify consonant blends in words..</p> <p>Read high frequency words.</p>

Student Friendly Language

1.RF.3

I can read high frequency words.

I can decode/read words with one or two-syllables.

I can read words with inflectional endings.

I can read words with different digraphs and consonant blends.

I can read words with a long vowel because of final -e and vowel teams.

Key Vocabulary

1.RF.3

- Digraphs
- Inflectional endings
- Vowel teams
- Syllables
- Final -e
- High frequency words
- Consonant Blends

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

Understanding and knowing phonics and word analysis skills can help us read new and challenging words.

Resources

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

Achievement Level Descriptors

Foundational Skills

Phonics/Word Recognition

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.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. 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"> • Minimally know and apply few grade-level phonics and word analysis skills including high frequency words, decoding regularly spelled one and two-syllable words, spelling-sound correspondences for common blends and digraphs, knowing common final -e and vowel teams for long vowel sounds, understanding syllables are made from vowel sounds, and reading words with inflectional endings. 	<p>To decode words, students should be able to, with minimal support,</p> <ul style="list-style-type: none"> • Partially know and apply some grade-level phonics and word analysis skills including high frequency words, decoding regularly spelled one and two-syllable words, spelling-sound correspondences for common blends and digraphs, knowing common final -e and vowel teams for long vowel sounds, understanding syllables are made from vowel sounds, and reading words with inflectional endings. 	<p>To decode words, students should be able to</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills including high frequency words, decoding regularly spelled one and two-syllable words, spelling-sound correspondences for common blends and digraphs, knowing common final -e and vowel teams for long vowel sounds, understanding syllables are made from vowel sounds, and reading words with inflectional endings. 	<p>To decode words, students should be able to</p> <ul style="list-style-type: none"> • Know and apply grade-level and higher phonics and word analysis skills including high frequency words, decoding regularly spelled one and two-syllable words, spelling-sound correspondences for common blends and digraphs, knowing common final -e and vowel teams for long vowel sounds, understanding syllables are made from vowel sounds, and reading words with inflectional endings.