

## SD State Standards Disaggregated English Language Arts

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

#### Phonics and Word Recognitions

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

- 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-frequency words by sight.

### 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>
<p>What sounds can letters make?</p> <p>How do readers decode words that do not follow phonics rules?</p>	<p>Letters can make one sound or two sounds.</p> <p>Some words do not follow phonics rules and are learned by sight.</p>

### Learning Progression: Foundational Skills (K.RF.3)

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

		breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate high frequency words.
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<b>K.RF.3</b> <ul style="list-style-type: none"> <li>• Letter names</li> <li>• Letter sounds</li> <li>• Consonants</li> <li>• Vowels</li> </ul>	<b>K.RF.3</b> Every letter has at least one sound.  Some words cannot be sounded out.	<b>K.RF.3</b> Produce sounds for each letter.  Apply phonics to decode words.  Read high-frequency words.  Identify the long and short vowels in simple words.  Look at words that are spelled similarly and identify the sounds that are different.

<b>Student Friendly Language</b>
<b>K.RF.3</b> I can say the sounds of each letter. I can identify long and short vowel sounds in simple words. I can read high-frequency words. I can find the difference in words that look the same.

<b>Key Vocabulary</b>
<b>K.RF.3</b> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Word analysis</li> <li>• Decode</li> <li>• Correspondence</li> <li>• Graphemes</li> <li>• Distinguish</li> <li>• High-frequency word</li> <li>• Vowel(s)</li> <li>• Consonant(s)</li> </ul>

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

Readers use letter and sound knowledge to read words.

### Resources

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

## Achievement Level Descriptors

### Foundational Skills

#### Phonics and Word Recognitions

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

- 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-frequency words by sight.

Level 1	Level 2	Level 3	Level 4
To decode words, students should be able to, with significant support,  • Minimally know and apply basic phonics and word analysis skills including a few high frequency words, basic letter-sound correspondence, and a few long and short vowel sounds.	To decode words, students should be able to, with minimal support,  • Partially know and apply some phonics and word analysis skills including some high frequency words, some letter-sound correspondence, and some long and short vowel sounds.	To decode words, students should be able to  • Know and apply grade-level phonics and word analysis skills including high frequency words, letter-sound correspondence, and long and short vowel sounds.	To decode words, students should be able to  • Thoroughly and accurately know and apply phonics and word analysis skills including high frequency words, letter-sound correspondence, and long and short vowel sounds.