

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading Standards	<b>Anchor Standard:</b>	Print Concepts	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1.RF.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	N/A

Student Friendly Language:
I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Ending marks (punctuation)</li> <li>● Capital Letters</li> <li>● Sentences are made of words</li> <li>● Sentences have a beginning and an end</li> </ul>	All sentences must end with an ending mark.  All sentences will start with a capital letter.	Identify a capital letter at the beginning of a sentence.  Identify correct ending marks at the end of a sentence.  Locate the first word at the beginning of a sentence.

Key Vocabulary:
<u>ending punctuation</u> <u>capitalization</u> <u>sentence</u>
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”?
Writing a letter to a friend or family member. Writing in a journal. Editing a sentence or story. Knowing where to begin reading.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standard:</b>	Phonological Awareness	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	

Student Friendly Language:
<p>I can understand spoken words, syllables, and sounds.</p> <p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>

<b>Know (Factual)</b> short vowel	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● short vowel sounds</li> <li>● long vowel sounds</li> <li>● single-syllable words</li> <li>● consonant blends</li> <li>● initial, medial, final sounds</li> <li>● individual sounds</li> </ul>	<p>Words are produced by blending sounds (phonemes).</p> <p>Words can be separated into sounds.</p> <p>Vowels make more than one sound.</p> <p>Words have a beginning and a middle and an ending sound.</p> <p>Words are separated into syllables that contain different sounds.</p>	<p>Hear and speak words, syllables, and sounds.</p> <p>Distinguish vowels and consonants</p> <p>Isolate and produce blends</p> <p>Segment spoken words and syllables</p> <p>Segment spoken words into individual sounds</p> <p>Orally produce words by blending sounds</p> <p>Distinguish long and short vowel sounds</p> <p>Isolate initial, medial, and final sounds</p> <p>Pronounce initial, medial, and final sounds</p>

## Key Vocabulary:

Vowels

Consonants

Blends

Syllables

Sounds

Phonemes

**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”?

It is important to understand spoken words, syllables and sounds in order to read and communicate in our world. It will also help in understanding how words are spelled and the patterns of words. When you see a word, you can blend sounds to read the word.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standard:</b>	Phonics and Word Recognition	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<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>

<b>Student Friendly Language:</b>
<p>I can read word wall words/sight words.</p> <p>I can read words with one or two syllables.</p> <p>I can read words with -ed endings.</p> <p>I can read words with -s endings.</p> <p>I can read words with -ing endings.</p> <p>I can read words with -es endings.</p> <p>I can read words with different vowel teams.</p> <p>I can read words with all digraphs.</p> <p>I can tell how many syllables are in a word by how many vowel sounds there are.</p> <p>I can read words with a long vowel because of final -e.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● words</li> <li>● sounds</li> <li>● vowel teams</li> <li>● syllables</li> <li>● inflectional endings</li> <li>● digraphs</li> <li>● final -e</li> <li>● one-syllable words</li> <li>● sight words</li> </ul>	<p>Each syllable in a word will have a vowel sound.</p> <p>Inflectional endings make the meaning of the word different.</p> <p>Final -e makes a vowel long.</p> <p>Vowel teams make long vowel sounds.</p> <p>Words can be irregularly spelled.</p>	<p>Apply endings to words.</p> <p>Use vowel teams.</p> <p>Identify syllables in words.</p> <p>Apply single sounds for consonant digraphs.</p> <p>Interpret CVCe words.</p>

**Key Vocabulary:**

vowel team  
inflectional endings  
digraphs  
syllables  
final -e

**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”?

To help others understand the meaning of words in a sentence you are speaking or writing.

To fluently read a given text at grade appropriate level.

To spell words correctly when writing.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standard:</b>	Fluency	<b>Grade level:</b>	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RF.4 Read emergent-reader texts with purpose and understanding.	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. cc	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>Student Friendly Language:</b>
<p>I can read and understand books at my level.          I can make it sound like talking when I read books at my level.          I can reread when I don't understand what I have read.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● decoding skills</li> <li>● basic sight words</li> <li>● sentence structure</li> <li>● punctuation</li> <li>● expression</li> <li>● self-correct</li> <li>● Self-correcting strategies                             <ul style="list-style-type: none"> <li>○ look at the beginning sound</li> <li>○ look for chunks</li> <li>○ think about the story</li> <li>○ check for syntactic accuracy</li> </ul> </li> </ul>	<p>Books convey a message.</p> <p>There are various purposes for reading.</p> <p>Reading with fluency, accuracy, and expression conveys meaning.</p> <p>There are various strategies to self-correct.</p>	<p>Read grade-level text with accuracy and fluency.</p> <p>Demonstrate understanding of what has been read.</p> <p>Read for purpose.</p> <p>Read with expression.</p> <p>Use self-correcting strategies.</p>

<b>Key Vocabulary:</b>									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">accuracy</td> <td style="width: 33%;"><u>fluency</u></td> <td style="width: 33%;">purpose</td> </tr> <tr> <td><u>expression</u></td> <td>context</td> <td>self-correct strategies</td> </tr> <tr> <td>rereading</td> <td>comprehension</td> <td>rate</td> </tr> </table>	accuracy	<u>fluency</u>	purpose	<u>expression</u>	context	self-correct strategies	rereading	comprehension	rate
accuracy	<u>fluency</u>	purpose							
<u>expression</u>	context	self-correct strategies							
rereading	comprehension	rate							
<b>Relevance and Applications:</b> 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”?									
<p>To read books you bring home from the library.          So you can read to others and make it sound like talking.          To read for different reasons: directions, stories, recipes, lists etc.</p>									