

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading - Foundational Skills	Anchor Standard:	Print Concepts	Grade level:	K
----------------	-------------------------------	-------------------------	----------------	---------------------	---

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

Student Friendly Language:
<p>I can follow/read words from left to right.</p> <p>I can follow/read words from top to bottom.</p> <p>I can follow/read words page by page.</p> <p>I can see that spoken words are represented by using groups of letters.</p> <p>I can see that words are separated by spaces.</p> <p>I can identify all upper case letters.</p> <p>I can identify all lower case letters.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● difference between upper and lowercase letters ● left and right ● top and bottom 	<p>When we read, we read from left to right, and top to bottom.</p> <p>We read pages in numerical order.</p> <p>Spoken words can be turned into written words.</p> <p>Words have to be separated by spaces.</p> <p>Each letter has an upper and a lower case.</p>	<p>Follow words left to right.</p> <p>Follow words from top to bottom.</p> <p>Follow words from page to page.</p> <p>Recognize that spoken words can be turned into written words by using letter sound correspondence.</p> <p>Understand that words are separated by spaces in print.</p> <p>Recognize and name uppercase and lowercase letters.</p>

Key Vocabulary:
<p>words letters space uppercase lowercase print page</p>
<p>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”?</p>
<p>I need to know concepts about print so I can read books and write stories.</p> <p>I need to know how to read so I can fill out a job application.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading - Foundational Skills	Anchor Standard:	Phonological Awareness	Grade level:	K
----------------	-------------------------------	-------------------------	------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
NA	<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 tell when two words rhyme.</p> <p>I can say words that rhyme.</p> <p>I can clap the syllables of a word I say or hear.</p> <p>I can count the syllables of a word I say or hear.</p> <p>I can name the beginning sound of a word I say or hear.</p> <p>I can name the middle sound of a word I say or hear.</p> <p>I can name the ending sound of a word I say or hear.</p> <p>I can change a letter in a word to make a new word.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● words rhyme ● words have syllables ● beginning sound ● middle sound ● ending sound 	<p>Words that rhyme have the same ending (rime).</p> <p>Words contain syllables.</p> <p>Words have parts called onset and rime.</p> <p>Words have beginning, middle and ending sound.</p> <p>Onset and rimes can be blended together to make a word.</p> <p>Words can be segmented into word parts.</p> <p>Changing sounds in a word makes new words.</p>	<p>Identify when two words rhyme.</p> <p>Produce words that rhyme.</p> <p>Construct words by changing the beginning, middle and ending sounds.</p> <p>Identify beginning, middle and ending sounds in words.</p> <p>Count syllables in spoken words.</p> <p>Blend syllables in spoken words.</p> <p>Segment syllables in spoken words.</p>

Key Vocabulary:

rhyming words

syllables

onset

rime

beginning

middle

ending

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”?

When reading I need to identify beginning, middle and ending sounds to read new words.

You will become a better writer when you know the beginning, middle, and ending sound of words.

You can read new rhyming words by changing the first letter of word.

SD Common Core State Standards Disaggregated English Language Arts Template

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

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>

Student Friendly Language:
<p>I can say the sounds of each letter.</p> <p>I can identify long and short vowel sounds in simple words.</p> <p>I can read sight words.</p> <p>I can find the difference in words that look the same.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Identify letters ● Letter sounds ● Write letters 	<p>Every letter has at least one sound.</p> <p>Some words cannot be sounded out.</p> <p>It is important to pay attention to all the letters, because similar words have different spellings.</p>	<p>Produce sounds for each letter.</p> <p>Apply phonics to decode words.</p> <p>Write letters for given sounds.</p> <p>Read sight words.</p> <p>Associate the long and short vowels with commonly spelled words.</p> <p>Look at words that are spelled alike and identify the sounds that are different. i.e. had/hat</p>

Key Vocabulary:			
<p>Demonstrate Graphemes <u>Consonant(s)</u></p>	<p>Word analysis Distinguish</p>	<p>Decode <u>High frequency word</u></p>	<p>Correspondence <u>Vowel(s)</u></p>
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"?			
<p>I can write a letter to friends and family.</p> <p>I can read a letter from my friends or family.</p>			

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading - Foundational Skills	Anchor Standard:	Fluency	Grade level:	K
----------------	-------------------------------	-------------------------	---------	---------------------	---

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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Friendly Language:
I can read a book at my level.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● high frequency words ● purpose for reading (information, enjoyment, increase decoding fluency/ comprehension etc.) ● check for understanding ● self-monitor comprehension ● various comprehension strategies ● alphabetic knowledge ● phonological awareness 	<p>We read for purpose and for understanding.</p> <p>Reading for purpose can be for information and/or enjoyment.</p> <p>Reading at his/her own level will increase his/her fluency.</p>	<p>Read a book at the student's level.</p> <p>Read a book with purpose and understanding.</p>

Key Vocabulary:
<p>purpose</p> <p><u>text</u></p> <p><u>comprehension</u></p> <p><u>fluency</u></p>
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”?
<p>When I buy a new item I will be able to read the directions to help correctly assemble or operate the item.</p> <p>I will be able to read a book or magazine for entertainment.</p> <p>I will be able to read aloud at an organization, church or synagogue.</p>