

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standards:</b>	Phonological Awareness	<b>Grade level:</b>	1
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### Standards Relating Foundational Skills- Phonological Awareness

#### Phonological Awareness

- 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
  - e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

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

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

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

Why are words made up of sounds?  
  
How are words broken into sounds and syllables?

Spoken words are made up of sounds and syllables.

### Learning Progression: Foundational Skills (1.RF.2)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p><b>Phonological Awareness</b> K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-</li> </ol>	<p><b>Phonological Awareness</b> <b>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ol style="list-style-type: none"> <li><b>a. Distinguish long from short vowel sounds in spoken single syllable words.</b></li> <li><b>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></li> <li><b>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b></li> <li><b>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></li> <li><b>e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new</b></li> </ol>	<p>2.RF.2 There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p>

<p>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 three-phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x/).</p>	<p><b>words.</b></p>	
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**Rigor and Cognitive Complexity**

<p><b>Know (Factual)</b></p>	<p><b>Understand (Conceptual)</b> The students will understand that:</p>	<p><b>Do (Procedural/ Application)</b></p>
<p><b>1.RF.2</b></p> <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 (phonemes)</li> <li>● Individual sounds (phonemes)</li> <li>● Blend sounds (phonemes)</li> <li>● Segment words into sounds</li> <li>● Add sounds to words in one-syllable words</li> <li>● Substitute sounds in one-syllable words</li> </ul>	<p><b>1.RF.2</b></p> <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, a middle and an ending sound.</p> <p>Sounds can be added or substituted in one-syllable words, to make new words.</p> <p>Words can be made up of consonant blends.</p>	<p><b>1.RF.2</b></p> <p>Hear and speak words, syllables, and sounds.</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 and pronounce initial, medial, and final sounds.</p> <p>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p>Produce consonant blends.</p>

**Student Friendly Language**

<p><b>1.RF.2</b></p> <p>I can produce single syllable words by blending sounds, including consonant blends.</p> <p>I can break words into sounds and syllables.</p> <p>I can distinguish between long and short vowel sounds.</p> <p>I can isolate and pronounce beginning, middle and ending sounds in words.</p> <p>I can add or substitute sounds in one-syllable words to make new words.</p>
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## Key Vocabulary

### 1.RF.2

- Phonemes
- Short vowel sounds
- Long vowel sounds
- Consonant blends
- Syllables

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

Knowing that words are separated into sounds (phonemes) and syllables, can help us read new and challenging words.

## Resources

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

## Achievement Level Descriptors

### Foundational Skills

#### Phonological Awareness

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

Level 1	Level 2	Level 3	Level 4
<p>With significant support, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate minimal understanding of few spoken words, syllables, and sounds: distinguish few long from short sounds; orally produce few single-syllable words by blending sounds; isolate and pronounce few initial, medial, and final sounds; segment few spoken words into individual sounds; add or substitute few individual sounds in simple words to make new words.</li> </ul>	<p>With minimal support, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate partial understanding of some spoken words, syllables, and sounds: distinguish long from short sounds; orally produce some single-syllable words by blending sounds; isolate and pronounce some initial, medial, and final sounds; segment some spoken words into individual sounds; add or substitute some individual sounds in simple words to make new words.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables, and sounds: distinguish long from short sounds; orally produce single-syllable words by blending sounds; isolate and pronounce initial, medial, and final sounds; segment spoken words into individual sounds; add or substitute individual sounds in simple words to make new words.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate thorough and accurate understanding of spoken words, syllables, and sounds: distinguish long from short sounds; orally produce single-syllable words by blending sounds; isolate and pronounce initial, medial, and final sounds; segment spoken words into individual sounds; add or substitute individual sounds in simple words to make several new words.</li> </ul>