

## SD State Standards Disaggregated English Language Arts

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

#### Phonological Awareness

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

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/).
- 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/).

### 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>How do sounds combine to make words?</p> <p>When do words rhyme?</p> <p>How are words broken into syllables?</p>	<p>Blending sounds together creates a word.</p> <p>Rhyming words have the same ending sounds.</p> <p>Spoken words are made up of syllables and sounds.</p> <p>Changing the beginning or ending sounds will produce new words.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<p><b>Phonological Awareness</b>  <b>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ol style="list-style-type: none"> <li>a. <b>Recognize and produce rhyming words.</b></li> <li>b. <b>Count, pronounce, blend, and segment syllables in spoken words.</b></li> <li>c. <b>Blend and segment onsets and rimes of single-syllable spoken words.</b></li> <li>d. <b>Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme</b></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>a. Distinguish long from short vowel sounds in spoken single syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in</li> </ol>

	<p><b>(consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with //, /r/, or /x/).</b></p> <p><b>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 //, /r/, or /x/).</b></p>	<p>spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p>
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>K.RF. 2</b></p> <ul style="list-style-type: none"> <li>● Rhyme</li> <li>● Syllables</li> <li>● Beginning sound</li> <li>● Middle sound</li> <li>● Ending sound</li> </ul>	<p><b>K.RF. 2</b></p> <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 sounds.</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><b>K.RF. 2</b></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>

<b>Student Friendly Language</b>
<p><b>K.RF.2</b></p> <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>

## Key Vocabulary

### K.RF.2

- Text
- Rhyme
- Syllables
- Onset
- Rime
- Beginning
- Middle
- Ending

**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 identify sounds and/or rhymes to read words.

Identifying beginning, middle, and ending sounds of words helps to develop writing skills.

## Resources

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

## Achievement Level Descriptors

### Foundational Skills

#### Phonological Awareness

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- 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/).
- 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/).

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 spoken words, syllables, and sounds: rhyme words; blend and segment syllables and onsets and rimes; isolate initial, medial, and final sounds; add or substitute individual sounds all in CVC words.</li> </ul>	<p>With minimal support, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate partial understanding of spoken words, syllables, and sounds: rhyme words; blend and segment syllables and onsets and rimes; isolate initial, medial, and final sounds; add or substitute individual sounds all in CVC 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: rhyme words; blend and segment syllables and onsets and rimes; isolate initial, medial, and final sounds; add or substitute individual sounds all in CVC 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: rhyme words; blend and segment syllables and onsets and rimes; isolate initial, medial, and final sounds; add or substitute individual sounds all in CVC words.</li> </ul>