

## SD State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standards:</b>	Fluency	<b>Grade level:</b>	4
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### Standards Relating Foundational Skills

#### Fluency

4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### 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>
How does accuracy and fluency support comprehension?	Accurate word reading and fluency (prosody and rate) allow the reader to focus on comprehending the text.
How might readers use the context clues to confirm or self-correct when they are reading?	Rereading texts assists in self-correcting and confirming word recognition and understanding.
Why do readers need to read multiple books fluently to be considered fluent readers?	Fluent readers read and comprehend accurately across a variety of grade-level texts and genres.

### Learning Progression: Foundational Skills (4.RF.4)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading	<b>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</b> <b>a. Read grade-level text with purpose and understanding.</b> <b>b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</b> <b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

as necessary.		
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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>4.RF.4</b> <ul style="list-style-type: none"> <li>Fluency (rate and prosody)</li> <li>Rate</li> <li>Prosody (stress, phrasing, intonation, expression)</li> <li>Comprehend</li> <li>Accuracy</li> <li>Context</li> <li>Self-correct</li> <li>Rereading</li> </ul>	<b>4.RF.4</b> Reading with sufficient accuracy and fluency supports comprehension.  Accurate word reading and fluency (prosody and rate) allow the reader to focus on comprehending the text.  Rereading texts assists in self-correcting and confirming word recognition and understanding.  Fluent readers read and comprehend accurately across a variety of grade-level texts and genres.	<b>4.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.  Read grade-level texts with purpose and understanding.  Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody on consecutive readings.  Use context to confirm or self-correct word recognition and understanding.  Reread as necessary.

<b>Student Friendly Language</b>
<b>4.RF.4</b> I can read grade-level text in a variety of genres with purpose and understanding. I can fluently read grade-level text with accuracy and prosody (stress, phrasing, intonation, expression). I can use context clues in the text to check my word recognition and understanding, rereading as necessary.

<b>Key Vocabulary</b>
<b>3.RF.4</b> <ul style="list-style-type: none"> <li>Fluency (rate and prosody)</li> <li>Rate</li> <li>Prosody (stress, phrasing, intonation, expression)</li> <li>Comprehend</li> <li>Accuracy</li> <li>Context</li> <li>Self-correct</li> <li>Rereading</li> </ul>
<b>Relevance and Applications:</b> How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
We can confidently read a reader's theatre script. We can choose to act in a play. We can confidently read for a variety of purposes (for enjoyment, reading at church, reading to younger children, etc.).

## Resources

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

## Achievement Level Descriptors

### Fluency

4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"><li>• With limited fluency and purpose, read texts with limited accuracy, appropriate rate, and prosody; and minimally use context to confirm or self-correct word recognition and understanding to support comprehension.</li></ul>	<p>In grade level texts, students should be able to</p> <ul style="list-style-type: none"><li>• With some fluency and purpose, read texts in some genres with some accuracy, appropriate rate, and prosody; and occasionally use context to confirm or self-correct word recognition and understanding to support comprehension.</li></ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"><li>• Fluently and purposefully, read texts in a variety of genres with accuracy, appropriate rate, and prosody; and use context to confirm or self-correct word recognition and understanding, rereading as necessary, to support comprehension.</li></ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"><li>• Fluently and purposefully, read texts in a wide range of genres with accuracy, appropriate rate, and prosody; and thoroughly and accurately use context to confirm or self-correct word recognition and understanding, rereading as necessary, to support comprehension.</li></ul>