

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Phonics and Word Recognition	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Student Friendly Language:
<p>I can use phonics skills to figure out words.</p> <p>I can identify and know the meaning of many common prefixes.</p> <p>I can identify and know the meaning of different common suffixes.</p> <p>I can break down words with common Latin suffixes and figure out their meanings.</p> <p>I can break down words with more than one syllable and figure out their meanings.</p> <p>I can read words at my grade level that are spelled differently than they sound.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Phonics ● Decoding ● Prefixes ● Suffixes ● Multisyllable ● Irregularly spelled words ● Root word ● Word origin 	<p>Prefixes and suffixes change the meaning of words.</p> <p>Knowing the meaning of prefixes and suffixes assist in understanding the word.</p> <p>Words are not always spelled the way that they sound.</p>	<p>Use what they know about phonics to read and understand words with common prefixes or suffixes.</p> <p>Use decoding skills to pronounce words correctly.</p>

Key Vocabulary:

phonics
word analysis skills
decoding
prefixes
suffixes
multisyllable

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”?

Free reading time at home and you need to understand what the word is and its meaning.

Looking at information in a zoo or museum that you might need to be able to decode to understand the word and meaning.

Reading information on the internet.

Reading hints or tips in a magazine on how to defeat a certain level on a video game.

Reading and writing answers to questions on a job application.

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Strand:	Reading Standards	Anchor Standard:	Fluency	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Student Friendly Language:
<p>I can understand what I read.</p> <p>I can read with fluency and expression.</p> <p>I can use context clues to determine word meaning.</p> <p>I can slow down my reading if the text is challenging</p> <p>I can reread to understand the context of what I am reading..</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● reading with purpose ● prose ● poetry ● text ● rhythm ● rate ● expression ● context ● context clues ● fluency 	<p>Read with purpose and understanding.</p> <p>Reading rate should be adjusted to compensate for their reading purpose and/or the text's difficulty.</p> <p>Reading is more enjoyable and more understandable if the text is read with accuracy, expression and fluency.</p> <p>Context clues can be used to determine word meaning.</p> <p>It is sometimes necessary to reread text in order to comprehend or self-correct text.</p>	<p>Accurately read on-level text (including prose and poetry) with expression and at appropriate rates.</p> <p>Use context clues to double check accuracy and understanding.</p> <p>Recognize the need to adjust reading rates or reread text to more thoroughly comprehend text.</p> <p>Read with a purpose in mind.</p>

Key Vocabulary:

reading with purpose
prose
poetry
rhythm
fluency
expression
accuracy
context clues
rereading
reading rate

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”?

An audience expects the reader to be clear, fluent, and understandable.

Readers need to be able to effectively communicate with others at work and personally through emails.

Readers need to be able to read fluently and understand different texts when reading magazines and newspapers so that they can communicate with others about what is happening around them.

Readers will be able to read with accuracy and fluency so that they are able to read to younger siblings and possibly their own children with expression but also be able to read age/grade appropriate text in class.