

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Reading Standards: Foundational Skills	<b>Anchor Standard:</b>	Phonics and Word Recognition	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.

<b>Student Friendly Language:</b>
I can say (pronounce) words the right way.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• letter sounds</li> <li>• letter blends</li> <li>• syllabication patterns</li> <li>• root words</li> <li>• prefix</li> <li>• suffix</li> <li>• affix</li> </ul>	<p>Letter sounds and syllabication change the way words sound.</p> <p>Knowing prefixes, root words and suffixes help pronounce a word.</p>	<p>Use decoding skills to pronounce words correctly.</p>

<b>Key Vocabulary:</b>								
<table> <tr> <td>syllable</td> <td>root word</td> </tr> <tr> <td>prefix</td> <td>suffix</td> </tr> <tr> <td>letter blends</td> <td><u>pronounce</u></td> </tr> <tr> <td>decode</td> <td>affix</td> </tr> </table>	syllable	root word	prefix	suffix	letter blends	<u>pronounce</u>	decode	affix
syllable	root word							
prefix	suffix							
letter blends	<u>pronounce</u>							
decode	affix							

<b>Relevance and Applications:</b> 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>Say words correctly when you read out loud.</p> <p>Give a speech.</p> <p>Have a phone conversation.</p> <p>Record a movie or movie script.</p>

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Reading Standards: Fundamental Skills	<b>Anchor Standard:</b>	Fluency	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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	4.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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.	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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.

<b>Student Friendly Language:</b>
I can read grade-level text with purpose and understanding. I can fluently read grade-level stories and poetry with appropriate expression each time. I can use context clues in the text to check my word recognition and understanding, rereading as necessary.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>context clues</li> <li>fluent reading</li> </ul>	<p>Reading fluently and accurately will improve your comprehension.</p> <p>We read for different purposes.</p> <p>Rereading text can help improve fluency and comprehension.</p>	<p>Accurately read all text (including prose and poetry) with expression and at appropriate rates.</p> <p>Use context clues to double check accuracy and understanding.</p>

<b>Key Vocabulary:</b>						
<table> <tr> <td><u>prose</u></td> <td>expression</td> <td>fluency</td> </tr> <tr> <td>context clues</td> <td>accuracy</td> <td>comprehension</td> </tr> </table>	<u>prose</u>	expression	fluency	context clues	accuracy	comprehension
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context clues	accuracy	comprehension				

<b>Relevance and Applications:</b> 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>Reading for reader’s theatre.</p> <p>Trying out for oral interp.</p> <p>Learning lines for a play.</p> <p>Reading for enjoyment.</p> <p>Reading at church.</p> <p>Reading to younger children.</p>