

## SD State Standards Disaggregated English Language Arts

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

**Fluency**

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text 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>
What are ways to read fluently and accurately for comprehension?	Reading fluently and accurately aids comprehension and purpose.

### Learning Progression: Foundational Skills (1.RF.4)

<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<b>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</b> <ol style="list-style-type: none"> <li><b>a. Read grade-level text with purpose and understanding.</b></li> <li><b>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</b></li> <li><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></li> </ol>	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>

<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>1.RF.4</b> <ul style="list-style-type: none"> <li>● Purpose and understanding for reading</li> <li>● Fluency</li> <li>● Prosody <ul style="list-style-type: none"> <li>○ Stress</li> <li>○ Phrasing</li> <li>○ Intonation</li> <li>○ Expression</li> </ul> </li> <li>● Self-correcting</li> </ul>	<b>1.RF.4</b> <p>There are various purposes for reading.</p> <p>Reading with fluency and accuracy conveys meaning.</p> <p>There are various strategies to self-correct.</p> <p>Rereading helps with understanding.</p>	<b>1.RF.4</b> <p>Read at an appropriate rate, grade-level text with accuracy and fluency on consecutive readings.</p> <p>Demonstrate understanding and purpose for reading.</p> <p>Read with prosody.</p> <p>Use self-correcting strategies.</p>

<b>Student Friendly Language</b>
<b>1.RF.4</b> <p>I can read grade-level text with purpose and comprehension.  I can read aloud grade-level text with accuracy and fluency.  I can use context and self-correcting strategies when reading.  I can reread to help me understand the meaning of the story.</p>

<b>Key Vocabulary</b>
<b>1.RF.4</b> <ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Fluency</li> <li>● Purpose</li> <li>● Expression</li> <li>● Context</li> <li>● Rereading</li> <li>● Comprehension</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?
<p>Knowing how to read accurately and fluently can help us to understand and comprehend new information.</p>

<b>Resources</b>
<p><a href="https://doe.sd.gov/octe/ELA-resources.aspx">https://doe.sd.gov/octe/ELA-resources.aspx</a></p>

## Achievement Level Descriptors

### Foundational Skills

#### Fluency

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

- a. Read grade-level text with purpose and understanding
- b. Read grade-level text 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, with significant support,</p> <ul style="list-style-type: none"> <li>• Fluently and purposely, minimally read few texts in a variety of genres with little 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 texts, students should be able to, with minimal support,</p> <ul style="list-style-type: none"> <li>• Fluently and purposely, partially read some texts in a variety of genres with some 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 texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Fluently and purposely, 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 purposely, thoroughly and accurately 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>