

SD State Standards Disaggregated English Language Arts

Strand:	Reading Foundational Skills	Anchor Standards:	Fluency	Grade level:	3
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Standards Relating to Foundational Skills: Fluency

Fluency

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 as necessary.

Foundational Skills: Fluency Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</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 I use the context clues to confirm or self-correct when I am reading?	Rereading texts assists in self-correcting and confirming word recognition and understanding.
Why do I need to read multiple books fluently to be considered a fluent reader?	Fluent readers read and comprehend accurately across a variety of grade-level texts and genres.

Learning Progression: Foundational Skills (3.RF.4)

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> <ol style="list-style-type: none"> 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. 	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 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 as necessary. 	<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>3.RF.4</p> <ul style="list-style-type: none"> • Fluency (rate and prosody) • Rate • Prosody (stress, phrasing, intonation, expression) • Comprehend • Accuracy • Context • Self-correct • Rereading 	<p>3.RF.4 Reading with sufficient accuracy and fluency supports comprehension.</p> <p>Accurate word reading and fluency (prosody and rate) allow the reader to focus on comprehending the text.</p> <p>Rereading texts assists in self-correcting and confirming word recognition and understanding.</p> <p>Fluent readers read and comprehend accurately across a variety of grade-level texts and genres.</p>	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level texts with purpose and understanding.</p> <p>Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody on consecutive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding.</p> <p>Reread as necessary.</p>

Student Friendly Language
<p>3.RF.4 I can read grade-level text in a variety of genres with purpose and understanding. I can fluently read grade-level text with prosody. I can use context clues in the text to check my word recognition and understanding, rereading as necessary.</p>

Key Vocabulary
<p>3.RF.4</p> <ul style="list-style-type: none"> • Fluency (rate and prosody) • Rate • Prosody (stress, phrasing, intonation, expression) • Comprehend • Accuracy • Context • Self-correct • Rereading
<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>
<p>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.).</p>

Resources

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

Achievement Level Descriptors

Fluency

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 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">• 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.	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none">• 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.	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none">• 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.	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none">• Fluently and purposely, 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.