

SD State Standards Disaggregated English Language Arts

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

Fluency

- K.RF.4 Read emergent-reader texts 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>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>What does fluent reading sound like?</p> <p>Why is it important to read with accuracy?</p> <p>How does using context clues help with understanding?</p>	<p>Fluency helps readers to better understand what they have read.</p> <p>Reading with accuracy helps readers to better understand what they have read.</p> <p>Context clues help readers to better understand what they have read.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<p>Fluency</p> <p>K.RF.4 Read emergent-reader texts 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>Fluency</p> <p>1.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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
K.RF.4 <ul style="list-style-type: none"> ● High frequency words ● Purpose for reading ● Check for understanding ● Self-monitor comprehension ● Various comprehension strategies ● Alphabetic knowledge ● Phonological awareness ● Context clues 	K.RF.4 Reading for purpose can be for information and/or enjoyment. Reading increases fluency. Fluency and accuracy help readers to better understand what they have read.	K.RF.4 Read a book at grade-level. Read a book with purpose and understanding.

Student Friendly Language
K.RF.4 I can read a book at grade-level. I can understand what I have read. I can read with a purpose. I can use context clues to help me understand what I have read.

Vocabulary
K.RF.4 <ul style="list-style-type: none"> ● Purpose ● Text ● Comprehension ● Fluency ● Accuracy ● Context clues
Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
Readers read books and magazines for entertainment. Fluent readers are able to read aloud to classmates or another audience.

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

Achievement Level Descriptors

Foundational Skills

Fluency

K.RF.4 Read emergent-reader texts 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 emergent-reader texts, students should be able to, with significant support,</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 emergent-reader texts, students should be able to, with minimal support,</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 emergent-reader texts, students should be able to</p> <ul style="list-style-type: none"> • 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. 	<p>In emergent-reader texts, students should be able to</p> <ul style="list-style-type: none"> • 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.