### 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?

<table>
<thead>
<tr>
<th>Essential Questions (Drive Intellectual Curiosity-The Hook)</th>
<th>Big Idea Statements (What students need to discover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does fluent reading sound like?</td>
<td>Fluency helps readers to better understand what they have read.</td>
</tr>
<tr>
<td>Why is it important to read with accuracy?</td>
<td>Reading with accuracy helps readers to better understand what they have read.</td>
</tr>
<tr>
<td>How does using context clues help with understanding?</td>
<td>Context clues help readers to better understand what they have read.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Correlating Standard in Previous Year</th>
<th>Number Sequence &amp; Standard</th>
<th>Correlating Standard in Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Fluency</td>
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</tr>
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</table>
Rigor and Cognitive Complexity

<table>
<thead>
<tr>
<th>Know (Factual)</th>
<th>Understand (Conceptual)</th>
<th>Do (Procedural/Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students will understand that:</td>
<td></td>
</tr>
</tbody>
</table>

**K.RF.4**
- 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**
- 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
## Foundational Skills

### Fluency

**K.RF.4** Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<table>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
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<td>In emergent-reader texts, students should be able to, with significant support, • 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.</td>
<td>In emergent-reader texts, students should be able to, with minimal support, • 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.</td>
<td>In emergent-reader texts, students should be able to • 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.</td>
<td>In emergent-reader texts, students should be able to • 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.</td>
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