**Reading: Foundational Skills 4:** Read with sufficient accuracy and fluency to support comprehension.

# **English Language Arts**

- Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-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.
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#### Explication: Grades 3-5 Reading Standards: Foundational Skills: Standard 4

#### What the **Student** Does

# **English Language Arts**

Gist: Students read grade-level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increases. If there are unknown words, students use context and reread to self-correct or identify these words.

#### They consider:

- Is this an appropriate text for me?
- Are there any words I don't know? How can I figure them out?
- Am I understanding what I read?
- How is my rate? If I were reading out loud, would my audience be able to understand?
- Do I need to reread any parts of the text?

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# What the **Teacher** Does

#### To have students read with sufficient accuracy and fluency to support comprehension:

- Read aloud often, from a variety of genres, so students hear what it sounds like to read with expression.
- Offer numerous opportunities for students to read orally. This may be reading with a partner, reading in small-group situations, or reading aloud in class. Select or have students select a passage to memorize and recite from fiction but also find narrative nonfiction and informational texts so students can practice oral, fluent reading while pronouncing content-specific vocabulary.
- Provide "buddy time" for oral reading with students in another grade level.
- Assess student reading using miscue analysis. Give feedback to students so when faced with a similar word, they will have a strategy. In addition, assess comprehension by asking for a short retell after the student has read.
- Read aloud from a shared text (either in a small-group setting, with one student, or with the whole class) and have students follow along, tracking if necessary.

#### To have students read grade-level text with purpose and understanding:

- Have a wide variety of grade-level texts available for
- Confer and assess student comprehension/understanding of text.
- Teach explicitly what reading with purpose means, whether it's to read for enjoyment, to read for a specific task, to read to gain new understanding, and so on.
- Conduct short retells or other comprehension assessments after students have read.
- Work with students in small groups—setting a purpose and checking for understanding as they read and discuss the shared text.
- Provide independent reading time for students to practice. Students should be reading independently and building stamina.

#### To have students read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings:

• Model for students how to read prose and poetry orally. Choose a difficult piece of text and read through once. Discuss what you noticed about your reading and what you will do differently in the next reading. Have students listen for how your reading improves—especially

- in rate and expression. Read a second time and then discuss what students notice.
- Have students find poems they like and are comfortable with to read aloud; allow them ample practice before reading aloud.
- Have students record their reading and then listen and reflect and then record again.
- Provide opportunities for students to do podcasts for poetry or participate in poetry slams. Recite favorite song lyrics as poems; tie this to explorations of tone and mood.
- Have students participate in choral reading.
- Use Reader's Theatre to improve their oral reading skills. Tie this work into content area learning too; for example, look for mythology related Reader's Theatre scripts. Have students recite parts and wholes of famous documents, from King's "I have a Dream" speech to the Declaration of Independence.
- Work with students in small groups to practice their oral reading, get feedback, and then practice some more.

#### To have students use context to confirm or selfcorrect word recognition and understanding, rereading as necessary:

- Model your process for using context to confirm or self-correct word recognition. Use a piece of text that is difficult for you to read, so that students can see you modeling authentically.
- Confer with students to check on word recognition and their word attack skills. Ask them to explain how they determined how to pronounce unfamiliar words and how they figured out the meaning.
- Have students mark unknown vocabulary words in their independent reading with sticky notes and then meet with you or check for meaning.
- Have students share unfamiliar words in their Literature Circles, Book Clubs, partner reading, or in small groups.
- Ensure that students have time to read independently.

#### To help your English language learners, try this:

- Create vocabulary books for the student of unfamiliar words—especially words that they will frequently encounter or words that they should use in their writing. In addition to the printed word, include a picture to help with meaning.
- Provide audio books for students to listen to or to follow along with.

# **Preparing to Teach: Reading: Foundational Skills: Standard 4**

Preparing the Classroom	Preparing the Mindset			
Preparing the Texts to Use	Preparing to Differentiate			
Connections to Other Standards:				

# **Academic Vocabulary:** Key Words and Phrases

Accuracy: This refers to reading words correctly or precisely. Readers need to read accurately to get an author's intended meaning.

Confirm or self-correct word recognition and understanding: This refers to readers checking back to make sure that they've read particular words correctly. They either confirm that they've read the words correctly or they self-correct when they find that what they've read doesn't match the words in print. Readers do the same for comprehension: they confirm that they understand or they intervene with a strategy to make sense of what they're reading.

**Expression:** Conveying emotion or feeling when reading orally. This may include inflections, or pacing, or noticing different speakers in dialogue.

Fluency: To read easily and smoothly. To be fluent, a reader demonstrates fluid reading as if flowing effortlessly. Students pronounce words correctly, use punctuation cues, and read with expression.

Read grade-level text with purpose and under**standing:** Grade-level text indicates the text difficulty associated with the grade levels around which the Common Core State Standards are organized: grades 2-3, 4-5, 6-8, 9-10, 11-CCR (college and career readiness). To read with purpose and understanding is for students to have a reason to read (for enjoyment, to learn, to access information, etc.) and for them to demonstrate comprehension or understanding of the text. Writers generally have one of four purposes when they write: to persuade, inform, express, or entertain, and readers choose specific texts for particular reasons to match that purpose.

Use context to confirm or self-correct word recognition and understanding: A reader uses the context or the parts of a piece of writing to help determine the meaning of an unfamiliar word. The context is the word or phrases that surround the unfamiliar word that help to explain its meaning. This is often referred to as using "context cues." Context helps determine the word (i.e., confirm) and if incorrect, to self-correct the word—either in pronunciation or in meaning.

Notes			

# Planning to Teach: Reading: Foundational Skills: Standard 4 **Whole Class Small Group Individual Practice/Conferring**