

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

### English Language Arts

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- Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - 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

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What the **Student** Does

### English Language Arts

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**3 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 students.
- 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 self-correct 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

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### Preparing the Mindset

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### Preparing the Texts to Use

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### Preparing to Differentiate

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### Connections to Other Standards:

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## Planning to Teach: Reading: Foundational Skills: Standard 4

### Whole Class

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### Small Group

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### Individual Practice/Conferring

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