

# KPBSD ELA CURRICULUM

## 4<sup>TH</sup> GRADE – READING STANDARDS FOR FOUNDATIONAL SKILLS

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>4.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>4.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words; Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<p>Students will understand...</p> <ul style="list-style-type: none"> <li>Using phonics and word analysis skills can help decode big, unfamiliar words.</li> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in a text.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How can I use my knowledge of letter sounds, spelling patterns, and root words to correctly read big, unfamiliar words?</li> <li>What impact does fluency have on comprehension?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>How to demonstrate the ability to read unfamiliar, multisyllabic words.</li> <li>And meet grade level expectations for fluency.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Using combined knowledge of all letter-sound correspondences, syllabication patterns, and roots and affixes to read accurately unfamiliar words in and out of context.</li> <li>Reading on-level text with purpose and understanding.</li> <li>Reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Using context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	

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### Evidence

Evaluative Criteria	Assessment Evidence
<p>BASED ON STANDARDS:                      Teacher and Student Self-Reflection Rubric                      Teacher and Student Self-Reflection Checklist                      Teacher and Learner Conference                      Running Record                      Formal &amp; Informal Observations                      Journaling</p>	<p>PERFORMANCE TASK(S):                      To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> <li>• Respond (orally or in writing) to a variety of questions requiring them to refer directly to the text to support their answers.</li> <li>• Practice reading on-level texts out-loud either to self, device, or to a partner.</li> <li>• Participate in Reader’s Theater to improve expression.</li> <li>• Choose a poem from the unit to read and discuss with a partner. Recite the poem.</li> <li>• Engage with text for extended time/DEAR with Journal Response.</li> <li>• Participate in Guided Reading (based on reading ability/needs).</li> <li>• Study spelling patterns (participate in word study).</li> <li>• Break words into root word, suffix, prefix, and other smaller words.</li> </ul>
	<p>OTHER EVIDENCE:                      District/State Assessments</p>

### Vocabulary

<p>Phonics                      Analyze                      Decode                      Syllable                      Multisyllabic                      Base/Root Word</p>	<p>Affixes (Prefix/Suffix)                      Context Clues                      Fluency                      Comprehension                      Text                      Passage</p>	<p>Phrase                      Poem                      Prose                      Orally                      Rate                      Expression</p>
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### Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> <li>• Use desktop icons, windows and menus to open and close applications and documents; understand the difference between closing and quitting applications.</li> <li>• Use basic troubleshooting steps to solve problems independently.</li> <li>• Use a mouse or trackpad to manipulate icons, buttons, checkboxes, and use the scroll bar.</li> <li>• Create and maintain a digital portfolio or collection of works related to one’s learning.</li> <li>• Use recording and editing equipment to record, edit, and publish audio.</li> <li>• Use gestures to navigate hand-held devices.</li> </ul>
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