

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Foundational Skills

4th Grade

RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding

- Know which letters and sounds are correlated
- Recognize syllabication patterns
- Use roots, affixes and base words to read unfamiliar multisyllabic words in context
- Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context

Extended Understanding

- A large number of words in English derive from Latin and Greek origins. Knowledge of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development, as well.

Academic Vocabulary

- Affixes
- Root
- Prefix
- Suffix
- Syllabication patterns
- Multisyllabic
- Morphology*
- Syllable
- Letter sound Correspondence
- Decoding
- Irregular
- Latin

Content Elaborations

Readers decode text and use word parts to determine word meaning. Readers learn that many English words are derived from Latin and Greek origins. Frequent use of word roots and affixes enhances decoding, spelling, and vocabulary development.

Next Grade Level Progression Statement

The standard is the same in the grade 4-5 grade band. Students are expected to build their vocabulary knowledge using their understanding of word parts as they interact with increasingly complex text.

Question Ideas

- Are there any familiar parts in that word that you can use to help you?
- Do you know any other words like that?
- Can you point to the root word?
- Are there any chunks you know that can help you figure out what this word says?
- Does the word have suffixes or prefixes you know?
- Have you looked to see what the base word might be?
- How many parts do you hear in that word?
- Are there any patterns you can use to help you write that word?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types; page 24 provides examples of morphemes represented in English orthography.

Ohio's Model Curriculum Instructional Supports

Strategies: Teaching Irregular Word Reading

Instruction of irregular words should focus students' attention on all the letters in a word. The more difficult the irregular word, the more practice will be necessary. To determine the difficulty of an irregular word, two aspects can be considered: 1) the number of irregularities in the pronunciation of the word's sound-spelling correspondences and 2) whether the word is in the student's oral vocabulary. This [website](#) offers multiple strategies for teaching the spelling of irregular words.

Resources: Reading to Learn: ELLs in Grades 4

Many students encounter difficulty as they transition from "learning to read" to "reading to learn" in fourth grade, and this difficulty can be even more pronounced for English language learners. This [webcast](#) explores effective strategies for instruction and assessment that can help teachers support their ELL students.

RF.3.3 (Prior Grade Standard)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

RF.5.3 (Future Grade Standard)

Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Foundational Skills

4th Grade

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding from the Standard

- 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.

Extended Understanding

- Fluency encompasses the integration of pausing, phrasing, stress, intonation, and rate.

Academic Vocabulary

- Selection
- Strategies
- Paragraph
- Fluently/Fluency
- Expression
- Skimming
- Scanning
- Self-monitor/Self-correct
- Intonation
- Accuracy
- Context clues

Content Elaborations

The focus of Fluency is developing automaticity in word recognition, so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Once readers are able to read with automaticity, they will read with expression. Fluent readers use context and self-correction to confirm understanding. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement

In the next grade level, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.

Question Ideas

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| <ul style="list-style-type: none">• Why did you choose this selection?• What can you do when the story/text doesn't make sense?• What strategies can you use when you don't understand the text?• Can you read this paragraph fluently and with expression?• Why is it important to scan the page? | <ul style="list-style-type: none">• Did you skim the page looking for information?• Look at the picture. Does it fit with what you just read?• What does it mean to read fluently?• What did you notice? (for students who stop or pause while reading)• What part of the story confused you?• Did you re-read the part you didn't understand? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types; page 24 provides examples of morphemes represented in English orthography.

Ohio's Model Curriculum Instructional Supports

Strategies: Fluency Tutor® for Google Chrome™

Teachers can choose from hundreds of existing reading passages based on content, Lexile level or reading age. Teachers can also create their own passages from web pages, docs, or other content. Students can create, share, read, and record reading passages from almost anywhere. It includes text-to-speech, dictionary, picture dictionary and translate tools and Quick Score gives immediate feedback to students without the need for full assessment. This [video](#) is provided for teachers to see the way the tutor works.

Resources: Fluency: Phrase Fluency

[Instructional materials](#) with words and phrases for building fluency. Includes 154 sets of words and phrases.

RF.3.4 (Prior Grade Standard)

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.

RF.5.4 (Future Grade Standard)

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.