

Domain: Foundational Skills		
Cluster: Phonics and Word Recognition		
Standards: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i> 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.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can I use my knowledge of letter-sounds, spelling patterns, and root words to correctly read big, unfamiliar words?</i>	<i>Students will understand that: By using phonics and word analysis skills, they can decode big, unfamiliar words.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Study spelling patterns</i> <i>-Give student word sorts according to their ability. First, point out the new spelling pattern and provide some examples of words with that pattern. Next, give the students a word sort and have them complete it independently. (See Words Their Way for word sorts and further explanations)</i> • <i>Break words into root word, suffix, and prefix</i> <i>-Teacher gives student a word. Have them highlight the root word yellow, circle the prefix, and underline the suffix.</i> • Semantic Feature Analysis See Here
Content Statements		
Students will demonstrate ability to read unfamiliar multisyllabic words		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Formal:</p> <ul style="list-style-type: none"> • Correctly decode unfamiliar multisyllabic words • Weekly spelling test (specific to word-pattern studied) <p>Informal:</p> <ul style="list-style-type: none"> • Teacher observation and anecdotal notes during small group 	<p>-Words Their Way</p> <p>http://www.readingrockets.org/strategies/semantic_feature_analysis/</p> <p>Reading Street 2012 Alignment</p> <p>TE 1: 24c, 32–33a, 45a, 45i, 50c, 76– 77a, 82c–82d, 142c, 165i TE 2: 176c–176d, 200d, 232c–232d, 259c, 260c–260d, 288c–288d, 297c, 309i</p> <p>TE 3: 343j–343k, 348c–348d, 375c, 376c–376d, 434c–434d, 459 TE 4: 24c–24d, 56c–56d, 86c–86d, 115a, 116c–116d</p> <p>TE 5: 204e, 204–205, 227j–227k, 232c–232d, 255j–255k, 260c–260d, 291c TE 6: 326c–326d, 353a, 354c–354d, 386c–386d, 413i, 418c–418d</p>
Equipment Needed	RF.4.3a
<ul style="list-style-type: none"> • Reading Street Curriculum • Words Their Way (Supplemental) 	
NJ Model Curriculum 2012	<p>SE 1: 24, 50, 142, 176, 232, 406 SE 2: 116, 204, 260, 326</p>
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>-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>TE 1: 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143 TE 2: 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232– 233, 288c–288d, UR•10, UR•11, UR•13, UR•30</p> <p>TE 3: 348c–348d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c– 434d, 459i, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53 TE 4: 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i</p>

	<p>TE 5: 204e, 204-205, 260c-260d, 260e, 260-261, 266-267, 267a, 269c, 272-273, 273a, 315i, UR•40-UR•41, UR•43</p> <p>TE 6: 326c-326d, 326-327, 354c-354d</p>
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Domain: *Strand: Foundational Skills*

Cluster: *Grade 4 Fluency*

Standards

Read with sufficient accuracy and fluency to support comprehension.

- a) Read on- level text with purpose and understanding.
- b) Read on- 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.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>What impact does fluency have on comprehension?</i>	<i>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Practice reading on-level text out-loud either to self or to a partner • Participate in reader's theatre to improve expression • Read each night for 20 minutes or more. The reading materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. • Engage with text for extended time/DEAR • Participate in Guided Reading (based on reading ability)
<p>Content Statements</p> <p>Students will be able to meet grade level expectations for fluency (measured by words per minute)</p>		

Assessments	Teacher Resources
-Weekly Fresh Reads (Reading Street Curriculum) -Informal teacher observation -Monthly fluency checks	<i>Reading Street 2012-2013 Alignment</i> SE 1: 76, 108, 164, 400, 458 SE 2: 80, 138, 198, 314, 348, 442, 472
Equipment Needed	
-A variety of reading materials from different authors and genres	
NJ Model Curriculum 2012	
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. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE 1: 39b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 48–49, 69b, 76–77, 77j–77k, SG•18, SG•19, SG•26, SG•27, SG•28, SG•29, 101b, 108–109, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 131b, SG•50, SG•1, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 140–141, 142–143, 157b, 164–165, 165j–165k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•53 TE 2: 195j–195k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•14, SG•15, SG•16, 200–201, 221b, 227j–227k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•31, SG•32, 249b, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, SG•50, SG•51, SG•52, SG•53, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•66, SG•67, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80 TE 3: 343j–343k, 343l–343m, SG•2, SG•3, SG•4, SG•5, SG•7,

SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 363b, 371j–371k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373c, 374–375, 376– 377, 393b, 400–401, 401j–401k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 404–405, 406–407, 421b, 428– 429, 429j–429k, SG•50, SG•51, SG•60, SG•61, SG•64, 432–433, 434–435, 451b, 458–459, 459j–459k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•13 **TE 4:** 43b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 54–55, 56–57, 73b, 80–81, 81j–81k, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 105b, 111j–111k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 114–115, 139j–139k, SG•50, SG•51, SG•58, SG•59, SG•60, SG•61, SG•64, 157b, 164–165, 168–169, 169a, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•43

TE 5: 176–177, 193b, 198–199, 199j– 199k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 201c, 202–203, 204–205, 219d, 227j–227k, 227l–227m, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 255l–255m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 287j–287k, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 290–291, 307b, 314–315, 315j–315k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23

TE 6: 324–325, 326–327, 343b, 348– 349, 349j–349k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 381j–381k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 386–387, 405b, 413j–413k, SG•34, SG•35,

SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 443l–443m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 446–447, 448–449, 472–473, 473j–473k, 473l–473m, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•13, UR•43

Foundational Skills 4.a.

SE 1: See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433

TE 1: 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a **TE 2:** 227j–227k, 242d **TE 3:** 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 371j–371k, 373c, 374–375, 401j–401k, 404–405, SG•36, SG•37, 429j–429k, 459j–459k, SG•78, SG•79

TE 4: 26–27, 27a, SG•24, SG•25, SG•42, SG•43, 114–115, 119a, 126c–126d, 144–145, 152a, SG•66, SG•67, SG•74, SG•75 **TE 5:** 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a **TE 6:** 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53

Foundational Skills 4.b.

SE 1: 44, 76, 108, 136, 164

TE 1: 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51,

69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j– 109k, 112–113, 114–115, 131b, 136– 137, 137j–137k, 157b, 165–165, 165j– 165k, UR•13, UR•33, UR•43

TE 2: 174–175, 176–177, 189b, 194– 195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a, UR•13, UR•23, UR•33, UR•43, UR•53

TE 3: 318–319, 320–321, 337b, 342– 343, 343j–343k, 345c, 346–347, 348– 349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a, UR•13, UR•23, UR•33, UR•43, UR•53

TE 4: 22–23, 24–25, 43b, 50–51, 51j– 51k, 54–55, 73b, 80–81, 81j–81k, 84– 85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168– 169, 169a, SG•66, SG•67, UR•12– UR•13, UR•13, UR•23, UR•33, UR•43, UR•53

TE 5: 174–175, 176–177, 193b, 198– 199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l– 255m, SG•34, SG•35, SG•48, 258– 259, 260–261, 279b, 286–287, 287j– 287k, SG•50, SG•51, 290–291, 292– 293, 307b, 314–315, 315j–315k, SG•66, SG•67, UR•13, UR•23, UR•33, UR•43, UR•53

TE 6: 324–325, 326–327, 343b, 348– 349, 349j–349k, 352–353, 354–355, 373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442– 443, 443j–443k, 445c, 446–447, 448– 449, 465b,

472–473, 473j–473k, UR•13, UR•23, UR•33, UR•43

Foundational Skills 4.c.

SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400
SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472

TE 1: 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a
TE 2: 221b, SG•52, SG•57, 292–293, 293a

TE 3: 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377
TE 4: 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165

TE 5: 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h
TE 6: 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473