

Grade: 3rd

Strand: Reading - Foundational Skills (RF)

Standard/Topic: ELA-03.RF.04

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.



		Sample Activities
Score 4.0 Complex	The student will: • analyze text in order to read orally with prosody (timing, phrasing, emphasis, intonation, liveliness).	• Read aloud different types of text (ex: step by step directions vs. drama) and compare and contrast how they are read with different volume, pace, stress, intonation, phrasing, and punctuation. • Record presentation and evaluate performance fluency, using complex text with unfamiliar genres (ex folktales, fables) Students can explain the meaning of the text.
	3.5 In addition to target performance, in-depth inferences and applications with partial understanding	
Score 3.0 Target	The student will: • 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. The student exhibits no major errors or omissions.	• Reader's Theater performance • Running records on a previously read text (not a cold read) • Reading observation and notes • Repeated reading of grade level texts • Students explain how comprehending a text can support fluent reading
	2.5 No major errors or omissions regarding the simple content and partial understanding of the target content	
Score 2.0 Simple	There are no major errors or omissions regarding the simpler details and processes as the student: • The student will recognize or recall specific terminology, such as: ◦ expression, accuracy, rate, prose, poetry, text, context, fluency, purpose • The student will perform basic processes, such as: ◦ use teacher-directed fluency strategies* ◦ recording and listening to self read ◦ recognize need to self-correct ◦ Use and understand common punctuation marks (.?!,) when reading However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	*Teacher-directed fluency may include: modeling, listening to recordings of mentor texts, classroom read aloud, having students record and listen to self reading • Student could orally read Reader's Theater parts in small group setting • Student creates an audio recording of a poem or text • Complete an exit ticket to explain the purpose for reading a text • Record a student reading aloud. Have him/her listen to the recording and focus on 1 aspect of performance at a time (accuracy, rate, or expression). For accuracy,

		have the student read along while listening to the recording to catch errors. For rate, listen for breaks in fluency, etc. For expression, listen for flat, monotone reading vs. very exciting parts. Practice. Record it again and monitor it again. Listen for improvements. -Prose: non rhyming, non rhythmic natural writing/reading
	1.5 Partial understanding of the simple, but major errors or omissions regarding the target content	
Score 1.0	With help, partial understanding of the simple and target content	
	0.5 With help, partial understanding of the simple content, but not the targeted content	