NEW MEXICO
Public Education Department

4TH GRADE FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

Cluster: Phonics and Word Recognition
From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Standard Text:	**Students Who Demonstrate Understanding Can:**
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words ● **Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context**	• decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. • use skills in context and in isolation. • apply the specific strategies for decoding and spelling multi-syllabic words.
Vertical Alignment to Previous Grades: RF.K.3, 1.3, 2.3, 3.3 **Vertical Alignment to Future Grades:** RF. 5.3	**Clarification Statement:** • Students should be able to decode words using phonics and word analysis skills. **Vocabulary for Teacher Development:** • **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole • **decode** – to apply knowledge of the relationships of letters and sounds in order to form a word • **multisyllabic** – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills • **suffixes** – an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run–running)

Cluster: Fluency
From *Achieve the Core:* Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.

Standard Text:	**Students Who Demonstrate Understanding Can:**
RF. 4.4: Read with sufficient accuracy and fluency to support comprehension. ● **Read on-level text with purpose and understanding.**	• read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.

● **Read on-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**	• reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.
Vertical Alignment to Previous Grades: RF. K.4, 1.4, 1.4, 2.4, 3.4 **Vertical Alignment to Future Grades:** RF. 5.4	**Clarification Statement:** • Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct using context while reading and re-read if necessary. • Students will focus on the meaning of the text while reading fluently. **Vocabulary for Teacher Development:** • **<u>expression</u>** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. • **<u>fluency, fluid reading</u>** – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression • **<u>purpose</u>** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) • **<u>self-correct</u>** – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher