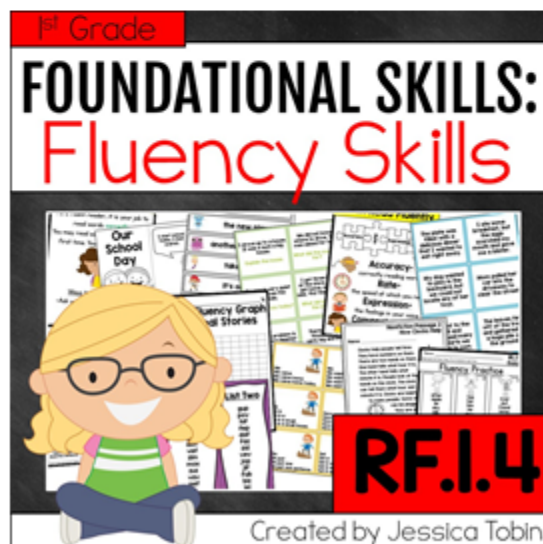


RF.I.4

This ELA unit provides resources to use while teaching the standard **RF.I.4**, which states that students will be able to **“Read with sufficient accuracy and fluency to support comprehension.”**



Using This Unit

Let's look at the structure of this unit.

Assessment

- Use the same assessment at the beginning for the pre- and post-assessment. Track growth from before explicit instruction and practice and then after. There is three-page assessment included at the beginning of this unit. There are two fluency passages, one fiction and one nonfiction, and then there is one page for sight word fluency.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your ELA block. For Foundational Skills, I suggest at least 10 minutes for your mini lesson at least twice a week, then 15-20 minutes+ for practice time (which can be done during small group, centers, or learning stations). Putting your mini lessons together may take between one to two weeks.

Hands-On Centers

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Fluency Passages

- There are 5 fiction and 5 nonfiction practice passages. These passages come with tracking graphs that students can use to track their growth and progress. Each passage comes with a student copy, a teacher copy, and comprehension questions

Practice Graphic Organizers

- There are 6 practice pages that I would suggest laminating and putting into a weekly rotation for students to practice.

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Mini Lessons

There is a lesson plan outline in this unit. There are three or four steps within each lesson plan. Each lesson plan may take one to two days to complete. Activities range from group work, partner activities, whole group lessons, and independent activities.

The collage features several educational cards and lesson plan snippets:

- RF.1.4 Lesson Plan Snippets:**
 - Lesson 1:** "I can read with fluency and understanding." Activities include introducing a fluency anchor chart and participating in a "Hot-Pot" activity.
 - Lesson 2:** "I can read with fluency and accuracy." Activities include reading a story and using context clues.
 - Lesson 3:** "I can read with fluency and accuracy." Activities include reading a story and using context clues.
- Our School Day:** A story snippet with a character saying, "I just saw that lunch is still two hours away."
- Self-Correction:** A card with a girl's face and the text: "As a fluent reader, it is you who read words correctly. You may read some words wrong the first time. You can self-correct." It lists ways to self-correct: "Ask yourself if it sounds right," "Use context clues," and "Go back and sound out."
 - Example 1: "The plate was filled with a delicious dinner that I wanted to eat right away." (Context: I ate some breakfast, the egg scorched my mouth, and I ate a bit.)
 - Example 2: "My dog wanted to play in the backyard, but we could not locate any of her toys." (Context: Mom pulled the car into the driveway and cleared the snow.)
 - Example 3: "We went to the mall and purchased many new shirts we wanted to own." (Context: The leaves were off the trees and the ground was covered in a huge pile of snow.)
- Fluency and Comprehension Cards:**
 - "I drove up to a house. It was a such a big house. Explain the house." (Context: We did not know where to drive. The car was stuck in a hole.)
 - "The zoo is very quiet today, even the animals. How is the zoo today?" (Context: The zoo is very quiet today, even the animals.)
 - "This math problem is hard, but my teacher said, 'Try your best!' What was hard?" (Context: This math problem is hard, but my teacher said, 'Try your best!')
- Comprehension Cards:**
 - "I need to get some _____ to eat at the store today." (Context: I need to get some _____ to eat at the store today.)
 - "We _____ all day at the park today." (Context: We _____ all day at the park today.)
 - "There were a few _____ that we read during class today." (Context: There were a few _____ that we read during class today.)
 - "My dog wants to play _____, so I have to go get a ball." (Context: My dog wants to play _____, so I have to go get a ball.)
 - "I saw a _____ run up the tree looking for acorns." (Context: I saw a _____ run up the tree looking for acorns.)
 - "My food tasted _____, so I ate every bite." (Context: My food tasted _____, so I ate every bite.)
 - "Can you _____ your name backwards?" (Context: Can you _____ your name backwards?)
- Other Cards:**
 - "I can read fluently" with puzzle pieces labeled Accuracy, Rate, and Expression.
 - "I started today..."
 - "I do not know what that new pal's name is."
 - "I made six new pals today at school."
 - "This has been a very long day."
 - "I do not know what that new pal's name is."
 - "I just saw that lunch is still two hours away."
 - "over the river..."
 - "the new place..."
 - "another great song..."
 - "take a little..."
 - "after the game..."
 - "my last night..."
 - "That's very good..."
 - "Think before you act..."
 - "Where are you?"
 - "any old time..."

Fluency Passages

You are provided with 10 fluency passages, 5 fiction and 5 nonfiction. Each passage comes with a teacher copy, a student copy, and comprehension questions.

RF.1.4 Fluency Graphic Organizer

RF.1.4 Fluency Fictional

Fiction Passage 1: Sam's Pet
Name: _____
Fiction Passage 1 Comprehension Questions
What did Sam's mom say?
How does Sam take care of his pet?
There was a big mess. No one wanted to clean it. Jan said that Cho made the mess. Cho said that the mess. Seth said that the mess. The three kids picked up the mess. They got help from their teacher.

Fiction Passage 2: The Big Mess
Name: _____
Fiction Passage 2 Comprehension Questions
What was wrong with the mess?
What did the teacher say?

Fiction Passage 3: Dan Shares
Name: _____
Fiction Passage 3 Comprehension Questions
What did Tia want?
Why did Tia want this?

Fiction Passage 4: I Can Act!
Name: _____
Fiction Passage 4 Comprehension Questions
Why does she want to grow up?

Fiction Passage 5: Katie the K9
Name: _____
Fiction Passage 5 Comprehension Questions
What is Katie's job?
What is she good at?

Nonfiction Passage 1: Big Bridges
Name: _____
Nonfiction Passage 1 Comprehension Questions
How can bridges help people?
What can bridges be made of?

Nonfiction Passage 2: How Clocks Help
Name: _____
Nonfiction Passage 2 Comprehension Questions
How do clocks help people?

Nonfiction Passage 3: What's In Your Dream?
Name: _____
Nonfiction Passage 3 Comprehension Questions
When do you dream?
What can people dream about?

Nonfiction Passage 4: Throw Away Trash
Name: _____
Nonfiction Passage 4 Comprehension Questions
What goes in a trash can?
What comes to get your trash?

Nonfiction Passage 5: What are Trunks?
Name: _____
Nonfiction Passage 5 Comprehension Questions
How do trunks help elephants?
What is an elephant's trunk like?

Words Read in 1 Minute

1 st Read	2 nd Read	3 rd Read

RL.1.4

Other Materials

On top of the lesson plans you get for the RF unit, you also get practice graphic organizers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review. The assessment is to be used as both a pre- and post- assessment.

Practice Worksheets

3-Page Assessment

Fluency Practice (RL.1.4 Fry 1)

1	2
after again an any ask as by could every fly from give	has her him his how just know let live may of old

Fluency Practice (RL.1.4 Fry 1)

1	2
over new sound take only little work know place	after thing our just name good sentence man think

Fluency Practice (RL.1.4 Fry 2)

1	2	3
three small set put end	why asked went men read need land	change off play spell air away animals house point page letters mother answer found

RF Fluency Assessment (RFL.4)

Have you had breakfast today? This is the first meal of the day. People wake up and eat breakfast. It can be quick. A quick breakfast can be a bagel and pancake.

4	10	15	21	26
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3-Page Assessment (RFL.4)

over	name	boy	such	change
new	good	following	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
		also	asked	away
				animals

Words Read in 1 Minute | Errors | WPM

PRE	-	-
POST	-	-

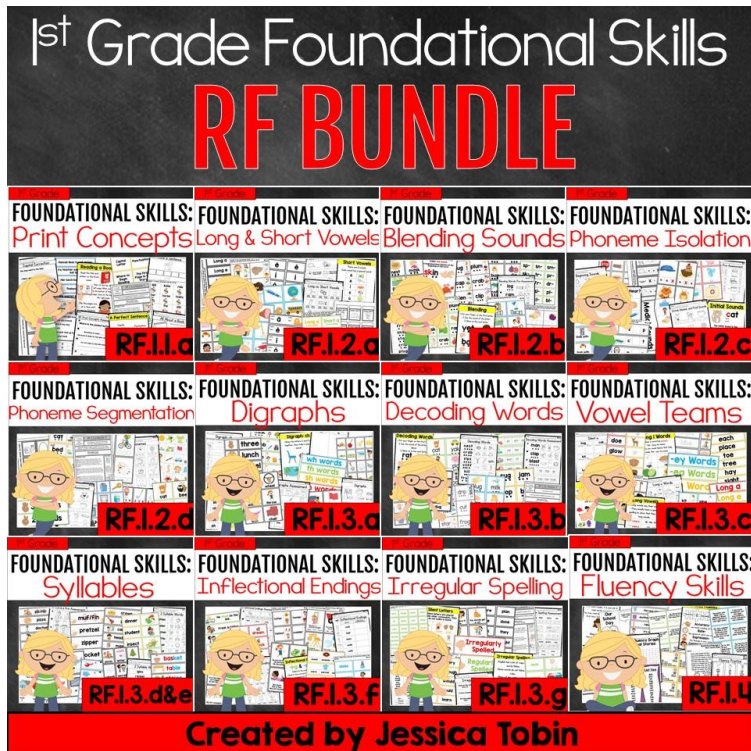
Sight WPM

PRE	-	-
POST	-	-

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Foundational Skills Domain



1st Grade Foundational Skills
RF BUNDLE

FOUNDATIONAL SKILLS: Print Concepts | FOUNDATIONAL SKILLS: Long & Short Vowels | FOUNDATIONAL SKILLS: Blending Sounds | FOUNDATIONAL SKILLS: Phoneme Isolation

RF.1.1.c | RF.1.2.a | RF.1.2.b | RF.1.2.c

FOUNDATIONAL SKILLS: Phoneme Segmentation | FOUNDATIONAL SKILLS: Digraphs | FOUNDATIONAL SKILLS: Decoding Words | FOUNDATIONAL SKILLS: Vowel Teams

RF.1.2.d | RF.1.3.a | RF.1.3.b | RF.1.3.c

FOUNDATIONAL SKILLS: Syllables | FOUNDATIONAL SKILLS: Inflectional Endings | FOUNDATIONAL SKILLS: Irregular Spelling | FOUNDATIONAL SKILLS: Fluency Skills

RF.1.3.d&e | RF.1.3.f | RF.1.3.g | RF.1.4

Created by Jessica Tobin

-or-

All 6 ELA Domains



ALL-YEAR ELA
1st Grade

1st Grade RF Foundational Skills BUNDLE

1st Grade Common Core WRITING BUNDLE

1st Grade RL (Literature) BUNDLE

1st Grade L Language Skills BUNDLE

1st Grade RI (Informational) BUNDLE

1st Grade SPEAKING & LISTENING BUNDLE

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