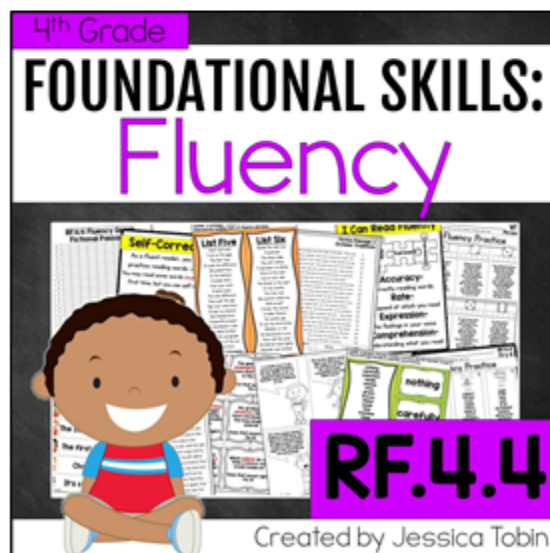


# RF.4.4

This ELA unit provides resources to use while teaching the standard **RF.4.4**, 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.

### Pre-Assessment

- There is one-page assessment included at the beginning of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

### 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.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### 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.

### Interactive Notebook Pieces

- Use these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Assessment

- There is two-page assessment included at the end of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

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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.

**Fluency Mini Lesson 1**

**Standard**  
CCSS.ELA-Literacy.RF.1.3  
Read with sufficient accuracy and to support comprehension.  
CCSS.ELA-Literacy.RF.1.4  
Read grade-level text with purpose and understanding.

**I Can Statements:**  
- I can read with fluency and accuracy to understand my story.

**Step 2-**

**I Can Read Fluently**

**Accuracy**  
- I can read with accuracy and to support comprehension.

**Rate**  
- I can read with accuracy and to support comprehension.

**Expression**  
- I can read with accuracy and to support comprehension.

**I Can Read Fluently**

**Accuracy**  
- I can read with accuracy and to support comprehension.

**Rate**  
- I can read with accuracy and to support comprehension.

**Expression**  
- I can read with accuracy and to support comprehension.

**Mr. Belew's Class**

I'm very sorry. I was trying to walk down the stairs on the bus. I accidentally know Ben's project fell off his hands. I wish I had have fixed it.

I wonder how I can show my appreciation for Mr. Belew. I am so thankful that he is my teacher and he believes in me.

Oh no! My alarm didn't go off! I am going to be for school on completely miss talent show!

the shape of things

Bring the material here.

What did it contain?

Include me in the picture

I cannot do this.

Who brought the cake?

a green island

the round ball

a special day

**Standard**  
CCSS.ELA-Literacy.RF.2.3  
Read with sufficient accuracy and fluency to support comprehension.  
CCSS.ELA-Literacy.RF.2.4  
Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.

**Fluency Mini Lesson 2**

**I Can Statements:**  
- I can read with fluency and accuracy to understand my story.

**I Can Read Fluently**

**Accuracy**  
- I can read with accuracy and to support comprehension.

**Rate**  
- I can read with accuracy and to support comprehension.

**Expression**  
- I can read with accuracy and to support comprehension.

**I Can Read Fluently**

**Accuracy**  
- I can read with accuracy and to support comprehension.

**Rate**  
- I can read with accuracy and to support comprehension.

**Expression**  
- I can read with accuracy and to support comprehension.

**Oral Fluency with Poems**

Poem Title:	Partner 1	Partner 2	Together
Catford the Dragon, Ogden Nash	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cut the poetry lines in strips and match the lines their rhyming phrases.

Read the phrases aloud and you find each match.

I cannot go to school to

I wondered where my mother went.

These are my two drops rain.

Waiting on the window-p

She must've gone

Said little Pegg

I got it from n

on the

But, now I am S

as cle

The moon has

clock in t

And giving a h

big h

So, I think I'll b

ever and

She shines on t

garden

**Fluency Mini Lesson 3**

**Standard**  
CCSS.ELA-Literacy.RF.3.3  
Read with sufficient accuracy to support comprehension.  
CCSS.ELA-Literacy.RF.3.4  
Use context to confirm or self word recognition and understanding as necessary.

**I Can Statements:**  
- I can read with fluency and accuracy to understand my story.

**Procedures:**

Step 1- Introduce and discuss self-correction anchor chart. Teacher will read aloud from a text. Pronounce certain words incorrectly to teach and model the skills of self-correction.

Step 2- Partners will read from task cards and practice self-correction.

Step 3- Students will read from their own texts, recording self-corrected words.

**Self-Correction**

As a fluent reader, you want practice reading words **correct**. You may read some words **incorrect** first time, but you can self-correct.

**Ways to Self-Correct:**

- Ask yourself if it sounds right
- Use context clues
- Go back and sound it out

**Self-Correct Skills**

The **ancient** tomb was so old that the rocks are starting to crumble away from erosion.

Does that sound right? Fix it!

The world's **population** keeps getting bigger and bigger, meaning more and more people live on earth.

Does that sound right? Fix it!

The employees are about to **deconstruct** the huge 6-foot tall Lego tower they built.

Does that sound right? Fix it!

**Self-Correct Skills**

Name: \_\_\_\_\_

Read a story aloud with a partner. Record words that you were able to self-correct.

Page #	Word



# Centers

On top of the lesson plans you get for the RF unit, you also get centers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

Center 1: Students will draw a Fluency Strip card and read the words and phrases fluently until they complete the sentence.

Nothing  
Nothing is  
Nothing is ever  
Nothing is ever final.  
Though

The  
The size  
The size of  
The size of the  
The size of the

**Fluency Strips**  
-Find a partner.  
-Partner A: Draw a Fluency Strip card and read the words and phrases fluently until they complete the sentence.

Center 2: Students will draw a Fluency strip out of the middle and read the phrase. If they can read it, they get to keep it. If not, they must return it to the middle.

Members of the class  
Dance is exercise.  
The window is square

In my direction  
Perhaps we should  
Drop the ball

**Timing Phrase**  
Directions:  
\*Grab a timer.  
\*Read through one list of fluency phrases.  
\*Write down how long it took you to read.  
\*Your timer over, the list again.

Center 3 (orange): Students will use a timer to time themselves reading lists of fluency phrases.

**List Three**  
Stay on the boat.  
The deep ocean.  
Go to first base.  
Six smart scientists.  
The round ball.  
We ran behind it.  
Explain it carefully.  
The facts are known.

**List Four**  
It became clear.  
It's a special game.  
Go to first base.  
Read the note.  
The race course.  
The ball game.  
A dark night.  
A pair of stars.

**Timing Nonsense Words**  
Directions:  
\*Grab a timer.  
\*Read through one list of nonsense words.  
\*Write down how long it took you to read.

**List One**  
clenop  
ransgan  
fremhod  
kagsip  
zashmor  
sperfud  
kglad

**List Two**  
vroom  
renop  
swibbe  
triplun  
droppa  
seargun  
blantri

**Hunt-a-Word**  
Directions:  
-Find a partner.  
-Lay out all cards in front of you.

done  
English  
road  
half  
gave  
box  
Finally  
wait  
correct  
quickly  
person

done  
shown  
minu  
Englis

**Hunt-a-Word 2**  
Directions:  
-Find a partner.  
-Lay out all cards in front of you.

Center 6 (green): Partner 1 reads a word on the list. Partner 2 must search through the pile to find the word. Switch.

nothing  
carefully  
scientist  
inside

wheels  
green  
island  
less

stay  
know  
week  
machine

base  
stood  
system  
ran

Center 6 (green): Partner 1 reads a word on the list. Partner 2 must search through the pile to find the word. Switch.

nothing  
carefully  
scientist  
inside

wheels  
green  
island  
less

stay  
know  
week  
machine

base  
stood  
system  
ran

**Express-a-Word**  
Directions:  
-Find a partner.  
-Partner A: Draw a card.  
-Read the card with the expression that the punctuation gives.  
-Partner B: Draw a card and repeat.

general.  
Europe.  
return.  
picked.  
paint.

energy?  
moon?  
believe?  
simple?  
mind?

whether.  
interest.  
Finished.  
describe.  
brother.

million?  
distance?  
discovered?  
soft?  
reason?

beside!  
record!  
wild!  
flowers!  
eggs.

Center 7: Read the sight words with the expression that the punctuation gives.

Center 7: Read the sight words with the expression that the punctuation gives.

**On top of the lesson plans you get for the RF unit, you also get passages and graphic organizers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.**

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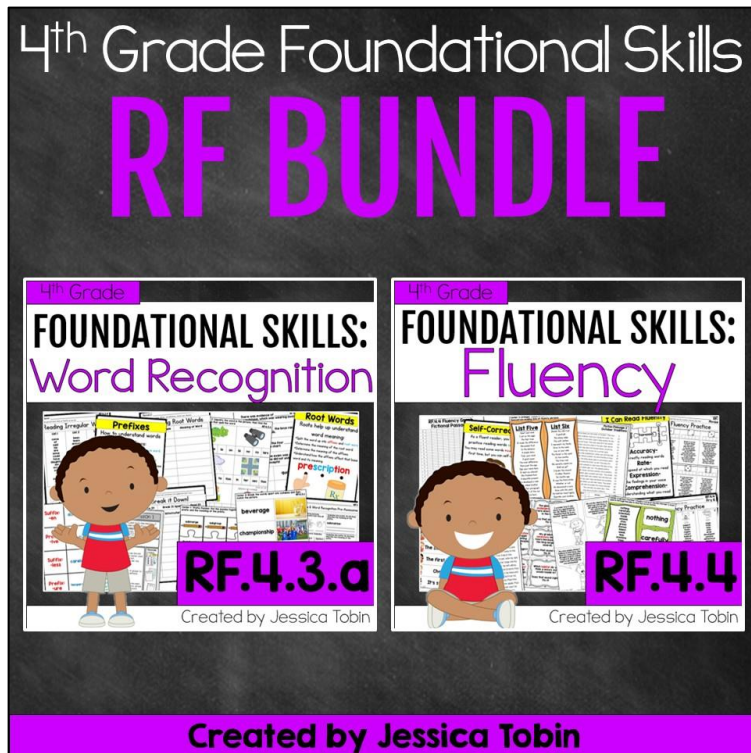
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# Bundle Opportunities

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](#)



4th Grade Foundational Skills  
**RF BUNDLE**

4th Grade  
**FOUNDATIONAL SKILLS:  
Word Recognition**

4th Grade  
**FOUNDATIONAL SKILLS:  
Fluency**

**RF.4.3.a**

**RF.4.4**

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-or-

[All 6 ELA Domains](#)



**ALL-YEAR ELA**  
4th Grade

Language **BUNDLE**

4th Grade RL Literature **BUNDLE**

4th Grade RI Informational **BUNDLE**

4th Grade **SPEAKING & LISTENING**

Foundational Skills **BUNDLE**

4th Grade **Common Core WRITING BUNDLE**

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