



St. Johns County School District
Fourth Grade ELA Year-at-a-Glance 2025-2026



READING		Quarter 1 (43 days) August 11 th – October 10 th	Quarter 2 (43 days) October 14 th – December 19 th	Quarter 3 (46 days) January 5 th – March 12 th	Quarter 4 (48 days) March 23 rd – May 29 th
Reading Prose and Poetry	R.1.1 Literary Elements		UNIT TWO week 3 UNIT THREE week 1, week 2 & Writing Workshop (weeks 1, 2, 3)	UNIT FOUR week 1, week 3, week 5	
	R.1.2 Theme			UNIT FOUR week 2, week 4, week 5	
	R.1.3 Perspective & Point of View		UNIT THREE week 1, week 4, Writing Workshop (week 3)	UNIT FOUR week 1 <i>analyze voice in bridge lessons</i>	UNIT FIVE week 3 <i>literary devices in bridge lessons</i>
	R.1.4 Poetry		UNIT TWO week 4	UNIT THREE week 5	UNIT FIVE Writing Workshop
Reading Informational Text	R.2.1 Structure	UNIT ONE week 1 <i>[text features, bridge lessons]</i> week 3 <i>[compare/contrast– 3rd grade review]</i> week 4 <i>[text features]</i> week 5 <i>[chronology–3rd grade review]</i> UNIT TWO week 1 & 2 <i>[text features in bridge lesson]</i> week 2 <i>[cause and effect–3rd grade review]</i>	UNIT TWO week 5 <i>[text structure in bridge lessons; adjustments needed to focus on description text structure]</i> UNIT THREE week 2 <i>[text features in bridge lessons]</i>		UNIT FIVE week 1 <i>[text features focus; text structure in bridge lessons]</i> week 4 <i>[text features in bridge lessons]</i>
	R.2.2 Central Idea	UNIT ONE week 2, week 3 UNIT TWO week 1			UNIT FIVE week 2, week 4
	R.2.3 Purpose & Perspective	UNIT ONE week 1 <i>[adjustments needed to focus on author's perspective]</i> week 5 <i>[author's purpose shift to perspective in bridge lesson]</i>	NA	UNIT THREE week 3 <i>[adjustments needed to shift the focus to author's perspective instead of author's purpose]</i>	UNIT FIVE week 2 <i>[author's message in bridge lesson]</i> week 5 <i>[adjustments needed to shift the focus to author's perspective instead of author's purpose]</i>
	R.2.4 Argument	UNIT ONE week 6 <i>[project-based inquiry]</i>		UNIT THREE week 6 <i>[project-based inquiry]</i> UNIT FOUR Writing Workshop <i>[opinions, evidence, point of view, reasons]</i>	UNIT FIVE week 3 week 6 <i>[project-based inquiry]</i>



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Reading Across Genres	R.3.1 Interpreting Figurative Language	UNIT ONE [only in bridge lessons] week 2 [simile, metaphor] week 4 [simile]	UNIT TWO [only in bridge lessons] week 3 [simile, metaphor]; week 4 [simile, metaphor, imagery] UNIT THREE [only in bridge lessons] week 1 [repetition]; week 2 [adages, proverbs]; week 4 [simile, metaphor]	UNIT THREE [only in bridge lessons] week 5 [imagery, simile, metaphor] UNIT FOUR [only in bridge lessons] week 2 [hyperbole]; week 3 [author's craft, contradiction]; week 4 [idiom, simile, mood]; week 5 [allusion]	UNIT FIVE week 2, [simile, metaphor in Writing Workshop] week 4 [simile in bridge lesson]
	R.3.2 Retelling	UNIT ONE week 5 (informational)	NA	UNIT FOUR week 3 (literary)	UNIT FIVE week 3 (informational)
	R.3.3 Comparative Reading	UNIT ONE week 6 (project-based inquiry)			UNIT FIVE week 6 (project-based inquiry)

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Communicating Through Writing	C.1.1 Handwriting				see curriculum map for cursive writing resource
	C.1.2 Narrative	UNIT ONE Writing Workshop (personal narrative)	UNIT THREE Writing Workshop (realistic fiction)	UNIT THREE Writing Workshop (realistic fiction)	
	C.1.3 Argumentative	UNIT ONE Week 6, Project (brochure about a landmark; aligned with Social Studies)		UNIT THREE Week 6, Project (letter to principal) UNIT FOUR Writing Workshop (opinion essay)	UNIT FIVE Week 6, Project (opinion article about extreme weather)
	C.1.4 Expository	UNIT TWO Writing Workshop (Travel Article)	UNIT TWO Writing Workshop (Travel Article) UNIT TWO Week 6, Project (poster about an endangered animal; aligned with science)		
	C.1.5 Improving	UNIT ONE & UNIT TWO Writing Workshop	UNIT TWO & UNIT THREE Writing Workshop	UNIT THREE & UNIT FOUR Writing Workshop	UNIT FIVE Writing Workshop



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C.3.1 Conventions <i>skills to be mastered at this grade level</i>	UNIT ONE <ul style="list-style-type: none"> Use subject-verb agreement with intervening clauses and phrases. (wk. 1) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (wks 1, 3, 4, 5) Use conjunctions. (wk. 2) UNIT TWO <ul style="list-style-type: none"> Use conjunctions. (wk. 2) 	UNIT TWO <ul style="list-style-type: none"> Use conjunctions. (wk. 4) Use subject-verb agreement with intervening clauses and phrases. (wk. 5) UNIT THREE <ul style="list-style-type: none"> Use subject-verb agreement with intervening clauses and phrases. (wk. 2) 	UNIT THREE <ul style="list-style-type: none"> Use conjunctions. (wk. 4) UNIT FOUR <ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (wk. 4) 	
C.3.1 Conventions <i>skills to be introduced at this grade level</i>	UNIT ONE <ul style="list-style-type: none"> Use conjunctions correctly to join words and phrases in a sentence. (wk. 2) Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun references. (wk. 4, writing) UNIT TWO <ul style="list-style-type: none"> Use conjunctions correctly to join words and phrases in a sentence. (wk. 2) Use appositives, main clauses, and subordinate clauses. (wk. 2) 	UNIT TWO <ul style="list-style-type: none"> Use appositives, main clauses, and subordinate clauses. (wk. 2) Use conjunctions correctly to join words and phrases in a sentence. (wk. 4) 	UNIT THREE <ul style="list-style-type: none"> Use conjunctions correctly to join words and phrases in a sentence. (wk. 4) Use verbals including gerunds, infinitives, and participial phrases. (wk. 4) Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun references. (wk. 4) Use principal modals to indicate the mood of a verb. (wk. 5) UNIT FOUR <ul style="list-style-type: none"> Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun references. (wk. 1) 	UNIT FIVE <ul style="list-style-type: none"> Use principal modals to indicate the mood of a verb. (wk. 4) Recognize and correct inappropriate shifts in tense and number. (wk. 4)
C.3.1 Conventions <i>skills to be reviewed as students encounter and create more complex texts OR skills intended for a future grade level</i>	UNIT ONE <ul style="list-style-type: none"> Conjugate regular verb tenses. (wk. 1, 1st grade) Use comparative and superlative forms of adjectives. (wk. 1, 5th/6th grade) Use simple modifiers (adjectives, adverbs). (wk. 4, writing, 3rd grade) Form and use the past tense of frequently occurring irregular verbs. (wk. 5, 3rd grade) Form and use compound sentences. (wk. 5, writing, comma and conjunction; 3rd grade) Use quotation marks with dialogue and direct quotations. (wk. 5, writing, 3rd grade) UNIT TWO (2 nd grade skills) <ul style="list-style-type: none"> Form plurals -y to -ies. (wk. 1) 	UNIT TWO <ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. (wk. 3, 3rd grade) Capitalize proper nouns. (wks. 3 & 4, 1st grade) Form plurals -y to -ies. (wk. 4, 2nd grade) Use simple modifiers (adverbs). (wk. 4, writing, 3rd grade) Use prepositions and prepositional phrases. (wk. one, 3rd grade) Form and use compound sentences. (wk. 5, writing, comma and conjunction; 3rd grade) UNIT THREE <p>Form and use the past tense of frequently occurring irregular verbs. (wk. 3, 3rd grade)</p>	UNIT THREE (3 rd grade skills) <ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. (wk. 4) Form and use compound sentences. (wk. 4, writing, comma/ conjunction) Use quotation marks with dialogue and direct quotations. (wk. 4, writing) Use prepositions and prepositional phrases. (wk. 4) Form and use the progressive and perfect verb tenses. (wk. 4) UNIT FOUR <ul style="list-style-type: none"> Use simple modifiers (adjectives, adverbs). (wks. 2 & 3) Use comparative and superlative forms of adjectives. (wks. 4 & 5, 5th/6th grade) 	UNIT FIVE <ul style="list-style-type: none"> Capitalization Rules (mastered in K and 1st) <ul style="list-style-type: none"> Capitalize <ul style="list-style-type: none"> proper nouns days of the week, months of the year, and the pronoun I the beginning of a sentence Use simple modifiers. (relative adverbs, wk. 1, 3rd grade) Use quotation marks with dialogue and direct quotations. (wk. 4, writing, 3rd grade) Comma Rules (mastered in 2nd, 3rd) <ul style="list-style-type: none"> Use commas in a series. Use commas to indicate direct address.



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C.2.1 Oral Presentation	UNIT ONE & UNIT TWO Writing Workshop	UNIT TWO & UNIT THREE Writing Workshop	UNIT THREE & UNIT FOUR Writing Workshop	UNIT FIVE Writing Workshop
C.4.1 Researching	UNIT ONE week 6, project	UNIT TWO week 6, project	UNIT THREE week 6, project	UNIT FIVE week 6, project
C.5.1 Multimedia	UNIT ONE & TWO Writing Workshop			
C.5.2 Technology in Communication		UNIT TWO & THREE Writing Workshop	UNIT THREE & FOUR Writing Workshop	UNIT FIVE Writing Workshop

FOUNDATIONAL SKILLS		Quarter 1 (43 days) August 11 th – October 10 th	Quarter 2 (43 days) October 14 th – December 19 th	Quarter 3 (46 days) January 5 th – March 12 th	Quarter 4 (48 days) March 23 rd – May 29 th
Phonics & Word Analysis	F.1.3.a letter-sound, syllables, morphology	<u>Letter-Sound Correspondences</u> UNIT ONE week 3 [VCe] week 4 [vowel teams & digraphs] UNIT TWO week 2 [vowel diphthongs] <u>Syllabication Patterns</u> UNIT ONE week 3 [VCe pattern] <u>Morphology</u> UNIT ONE week 1 [inflectional endings] week 2 [suffixes -ity, -ty, -ic, -ment] week 5 [prefixes mis-, en-, em-]	<u>Letter-Sound Correspondences</u> UNIT THREE week 2 [r-controlled vowels] <u>Syllabication Patterns</u> UNIT THREE week 4 [V/CV and VC/V pattern] <u>Morphology</u> UNIT TWO week 4 [Greek roots: bio, scope, meter, phon, graph, tele] & week 5 [Latin roots: terr, rupt, tract, aqua, dict]	<u>Letter-Sound Correspondences</u> UNIT THREE week 5 [silent letters] <u>Syllabication Patterns</u> UNIT THREE week 3 [final stable syllable] UNIT FOUR week 3 [VV pattern] <u>Morphology</u> UNIT FOUR week 1 [Greek and Latin word parts anti, trans, amphi, auto] week 2 [suffixes -able & -ible] week 4 [prefixes im-, in-, ir-] UNIT FIVE week 1 [Latin roots gener, port, dur, ject]	<u>Syllabication Patterns</u> UNIT FIVE week 3 [VCCCV pattern] <u>Morphology</u> UNIT FIVE week 2 [suffixes -en, -ent, -ence] week 4 [prefixes dis-, over-, non-, under-] week 5 [roots sub-, inter-, fore-]
Fluency	F.1.4.a Fluency	ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas	ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas	ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas	ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas



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FINDING MEANING	Quarter 1 (43 days) August 11 th – October 10 th	Quarter 2 (43 days) October 14 th – December 19 th	Quarter 3 (46 days) January 5 th – March 12 th	Quarter 4 (48 days) March 23 rd – May 29 th
V.1.1 Academic Vocabulary	ALL SAVVAS UNITS: See ‘Unit Academic Vocabulary’ and ‘Weekly Develop Vocabulary’[each week, lesson 2]			
V.1.2 Morphology	<u>Greek and Latin Roots</u> NA <u>Base Words and Affixes</u> UNIT ONE: week 1 [academic vocabulary; word study - suffixes -ed, -ing, -s, -er, -est] week 2 [suffixes -ity, -ty, -ic, -ment] week 5 [prefixes mis-, en-, em-]	<u>Greek and Latin Roots</u> UNIT TWO: week 4 [Greek roots: bio, scope, meter, phon, graph, tele] week 5 [Latin roots: terr, rupt, tract, aqua, dict] UNIT THREE: week 1 (academic vocabulary) <u>Base Words and Affixes</u> UNIT THREE: week 1 (Derivational suffixes – see 3 rd grade standard)	<u>Greek and Latin Roots</u> UNIT FOUR: week 1 (academic vocabulary) week 1 [Greek and Latin word parts anti, trans, amphi, auto] UNIT FIVE: week 1 [Latin roots gener, port, dur, ject] <u>Base Words and Affixes</u> UNIT FOUR: week 2 [suffixes -able & -ible] week 4 [prefixes im-, in-, ir-]	<u>Greek and Latin Roots</u> UNIT FIVE: week 5 [sub-, inter-, fore-] <u>Base Words and Affixes</u> UNIT FIVE: week 2 [suffixes -en, -ent, -ence] week 4 [prefixes dis-, over-, non-, under-]
V.1.3 Context and Connotation	<u>Context Clues</u> UNIT ONE: week 3 <u>Figurative Language</u> UNIT ONE: week 2 (simile, metaphor) week 4 (simile) <u>Word Relationships</u> UNIT ONE: week 2 (synonyms, antonyms) UNIT TWO: week 1 (academic vocabulary) week 2 (synonyms, antonyms)	<u>Context Clues</u> UNIT TWO: week 3 <u>Figurative Language</u> UNIT TWO: week 3 (simile, metaphor) week 4 (simile, metaphor, imagery) UNIT THREE: week 2 (adages, proverbs), week 4 (idiom) <u>Word Relationships</u> UNIT TWO: week 4 (analogies) UNIT THREE: week 2 (synonyms, antonyms)	<u>Context Clues</u> UNIT THREE: week 3 UNIT FOUR: week 3 <u>Figurative Language</u> UNIT THREE: week 3 (simile, metaphor) UNIT FOUR: week 4 (simile) <u>Word Relationships</u> UNIT FOUR: week 2 (synonyms, antonyms) week 5 (homophones)	<u>Context Clues</u> UNIT FIVE: week 3 <u>Figurative Language</u> UNIT FIVE: week 4 (simile, metaphor) <u>Word Relationships</u> UNIT FIVE: week 2 (synonyms, antonyms)

READING BENCHMARKS and CLARIFICATIONS		
Reading Prose and Poetry	R.1.1 Literary Elements	Explain how setting, events, conflict , and character development contribute to the plot in a literary text.
	R.1.2 Theme	Explain a stated or implied theme and how it develops, using details , in a literary text. Clarification: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.
	R.1.3 Perspective & Point of View	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Clarification: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator.
	R.1.4 Poetry	Explain how rhyme and structure create meaning in a poem .
Reading Informational Text	R.2.1 Structure	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence , and description in texts. NOTE: See pages 172-173 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of text features and page 174 for a chart of text structures. The chart on page 174 of the ELA B.E.S.T. Standards booklet points out that chronology need not be confused with sequential
	R.2.2 Central Idea	Explain how relevant details support the central idea , implied or explicit. **IN SAVVAS, SHIFT TERM FROM MAIN IDEA TO CENTRAL IDEA**
	R.2.3 Purpose & Perspective	Explain an author's perspective toward a topic in an informational text. Clarification: The term perspective means "a particular attitude toward or way of regarding something."
	R.2.4 Argument	Explain an author's claim and the reasons and evidence used to support the claim .
Reading Across Genres	R.3.1 Interpreting Figurative Language	Explain how figurative language contributes to meaning in text(s). Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language. [page 175 in Appendix B of the ELA B.E.S.T. Standards booklet]
	R.3.2 Summarization	Summarize a text to enhance comprehension. R.3.2.a: Include plot and theme for a literary text. R.3.2.b: Use the central idea and relevant details for an informational text. Clarification: Most grade-level texts are appropriate for this benchmark.
	R.3.3 Comparative Reading	Compare and contrast accounts of the same event using primary and/or secondary sources. Clarification: Introduce the terms "primary sources" and "secondary sources."

COMMUNICATION BENCHMARKS and CLARIFICATIONS			
Communicating Through Writing	C.1.1 Handwriting	Demonstrate legible cursive writing skills.	
	C.1.2 Narrative	Write personal or fictional narratives using a <u>logical sequence of events</u> and demonstrating an effective use of <u>techniques</u> such as <u>descriptions</u> and <u>transitional words</u> and <u>phrases</u> . Clarification: Students were introduced to dialogue in 3 rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.	Clarification: See Writing Types . (see page 183 in Appendix C of the ELA B.E.S.T. Standards booklet)
	C.1.3 Argumentative	Write to make a claim supporting a perspective with <u>logical reasons</u> , using <u>evidence</u> from <u>multiple sources</u> , <u>elaboration</u> , and an organizational <u>structure</u> with <u>transitions</u> .	
	C.1.4 Expository	Write expository texts about a <u>topic</u> using <u>multiple sources</u> , <u>elaboration</u> , and an organizational <u>structure</u> with <u>transitions</u> .	
	C.1.5 Improving	Improve writing by planning , revising , and editing with guidance and support from adults and feedback from peers.	
C.2.1 Oral Presentation	Present information orally , in a logical sequence , using nonverbal cues , appropriate volume , and clear pronunciation . Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric . [see page 188 in Appendix C of the ELA B.E.S.T. Standards booklet]		
C.3.1 Conventions	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarification: See Convention Progression by Grade Level for more information. [see pages 196-197 in Appendix C of the ELA B.E.S.T. Standards booklet]		
	Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none">• Use subject-verb agreement with intervening clauses and phrases.• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.• Use conjunctions.	Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none">• Use principal modals to indicate the mood of a verb.• Use appositives, main clauses, and subordinate clauses.• Recognize and correct inappropriate shifts in tense and number.• Use conjunctions correctly to join words and phrases in a sentence.• Use verbals including gerunds, infinitives, and participial phrases.• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	
C.4.1 Researching, C.5.1 Multimedia, & C.5.2 Technology in Communication	Conduct research to answer a question, organizing information about the topic, using multiple valid sources. Clarification: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment – being able to tell which information is relevant and which sources are trustworthy enough to include.		
	Arrange multimedia elements to create emphasis in oral or written tasks. Clarification: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation . At this grade level , the elements should relate to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.		
	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.		

VOCABULARY BENCHMARKS and CLARIFICATIONS	
V.1.1 Academic Vocabulary	Use grade-level academic vocabulary appropriately in speaking and writing. Clarification: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
V.1.2 Morphology	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. NOTE: A base IS a root, but a root ISN'T necessarily a base. A base is a free morpheme (e.g., agree) and a root is a bound morpheme ('com' meaning with or together). Clarification: See Common Greek and Latin Roots, 3.5 and Affixes. [see p. 200, 202-203 in Appendix D of the ELA B.E.S.T. Standards Booklet]
V.1.3 Context and Connotation	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships [page 205 in Appendix D of the ELA B.E.S.T. Standards booklet] Clarification 3: See ELA.4.R.3.1 [Identify and explain metaphors, personification, and hyperbole in text(s)] and Elementary Figurative Language. [page 175 in Appendix B of the ELA B.E.S.T. Standards booklet]

FOUNDATIONS BENCHMARKS and CLARIFICATIONS		
F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words.		
Phonics & Word Analysis	F.1.3.a letter-sound, syllables, morphology	Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. Clarification: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4 th -grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain").
Fluency	F.1.4 Fluency	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression . Clarification 1 (accuracy): See Fluency Norms [page 209 in Appendix E of the ELA B.E.S.T. Standards booklet] for grade-level norms. Norms are expressed as words correct per minute, (WCPM), a measure that combines accuracy with rate. Clarification 2 (prosody): "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <i>Sample Oral Reading Fluency Rubrics</i> for prosody [page 210 in Appendix of the ELA B.E.S.T. Standards booklet]. Clarification 3 (grade-level text): Grade-level texts, for the purposes of fluency, are those <i>within the grade band on quantitative text complexity measures</i> and appropriate in content and qualitative measures.