

SD State Standards Disaggregated English Language Arts

Strand:	Reading Foundational Skills	Anchor Standards:	Fluency	Grade level:	5
----------------	-----------------------------	--------------------------	---------	---------------------	---

Standards Relating Foundational Skills - Fluency

- 5.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills - Fluency: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>What does it take to be a good reader?</p> <p>What types of text do people need to read more than one time to ensure understanding?</p>	<p>Self-directed readers pay attention to their fluency and accuracy.</p> <p>Reading fluently and accurately supports comprehension of text.</p> <p>Rereading text supports word recognition and text comprehension.</p>

Learning Progression: Foundational Skills - Fluency (5.RF.4)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>N/A</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
5.RF.4 <ul style="list-style-type: none"> ● Sufficient ● Accuracy ● Fluency ● Comprehension ● Purpose ● Genre ● Prosody ● Stress ● Phrasing ● Intonation ● Expression ● Self-correct ● Reread ● Orally 	5.RF.4 The goal of reading is comprehension and self-correcting is a tool that good readers use to gain maximum understanding. Reading fluently enables the reader to more fully understand the text. Fluently reading prose and poetry aids in audience and personal appreciation/understanding of the written word.	5.RF.4 Read grade level texts with purpose and understanding. Orally read prose and poetry attending to accuracy, rate, and expression.

Student Friendly Language
5.RF.4 I can read text at my grade level with purpose and understanding. I can orally read at my grade level with accuracy. I can orally read at my grade level at an appropriate rate. I can orally read at my grade level with prosody. I can self-correct or confirm word recognition and understanding of text by using the context and rereading the passage.

Key Vocabulary
5.RF.4 <ul style="list-style-type: none"> ● Sufficient ● Accuracy ● Fluency ● Comprehension ● Purpose ● Genre ● Prosody ● Stress ● Phrasing ● Intonation ● Expression ● Self-correct ● Reread ● Orally
Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
Read aloud to others (in a play, religious readings, poetry reading, to younger siblings, in a babysitting situation, social or community groups).

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Foundational Skills

Fluency

5.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to • With limited fluency and purpose, read texts with limited accuracy, appropriate rate, and prosody; and minimally use context to confirm or self-correct word recognition and understanding to support comprehension.	In grade-level texts, students should be able to • With some fluency and purpose, read texts in some genres with some accuracy, appropriate rate, and prosody; and occasionally use context to confirm or self-correct word recognition and understanding to support comprehension.	In grade-level texts, students should be able to • Fluently and purposefully, read texts in a variety of genres with accuracy, appropriate rate, and prosody; and use context to confirm or self-correct word recognition and understanding, rereading as necessary, to support comprehension.	In grade-level texts, students should be able to • Fluently and purposefully, read texts in a wide range of genres with accuracy, appropriate rate, and prosody; and thoroughly and accurately use context to confirm or self-correct word recognition and understanding, rereading as necessary, to support comprehension.