

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Phonics and Word Recognition	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas and poems in the grade 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

Student Friendly Language:
I can use knowledge of phonics and word analysis (prefixes, suffixes, word chunks) to accurately read unfamiliar large words.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • letter-sound correspondence • syllabication patterns • morphology 	Proficient readers combine letter sound, syllabication patterns, and morphology to read multisyllabic words.	decode each word part (morphology) Divide words into syllables apply letter-sound correspondences correctly

Key Vocabulary:
syllabication morphology multisyllabic letter-sound correspondence root words prefixes suffixes affixes
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Reading instruction manuals, newspapers, magazines, restaurant menus, job applications

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Strand:	Reading Standards	Anchor Standard:	Fluency	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas and poems in the grade 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

Student Friendly Language:
I can read text at my grade level with purpose and understanding. I can, with practice, orally read prose and poetry at my grade level with accuracy. I can, with practice, orally read prose and poetry at my grade level at an appropriate rate. I can, with practice, orally read prose and poetry at my grade level with expression. I can self-correct or confirm word recognition and understanding of text by using the context and rereading the passage

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> accuracy and fluency at grade level 	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.	Read grade level texts with purpose and understanding. Orally read prose and poetry attending to accuracy, rate, and expression.

Key Vocabulary:
fluency prose poetry
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
understand written directions on the job or on labels understand doctor’s orders and prescriptions read aloud to others (in a play, church readings, poetry reading, to younger siblings, in a babysitting situation)