

| Reading Foundational Skills (Level 5) | |
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| Print Concepts | |
| <i>Student Goal:</i> | <i>What it looks like:</i> |
| 1.(Not applicable at Level 5) | |
| Phonological Awareness | |
| 2. (Not applicable at Level 5) | |
| Phonics and Word Recognition | |
| 3. Know and apply Level 5 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. | Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like ...? • You said ...does it look like ...? |
| Fluency | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read Level 5 text with purpose and understanding. b. Read Level 5 prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding. Use questions and prompts such as: <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound or look like you think it should. |