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Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: The writing process in narrative, persuasive, and informational
Instructional unit: Unit 1 “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: Teacher defines fluency. Teacher shares a recording of someone reading or models reading fluently and non-fluently (robot reading, reading too fast, reading too slowly, not attending to punctuation, reading just right, etc). Class discusses the difference between the two and characteristics of each. The teacher records the characteristics of both fluent and non-fluent reading identified by the class on a chart to be posted for future reference. Teacher then shares a fluency checklist (see attached) reviewing all the elements of fluent reading with the students. Teacher also demonstrates how to mark miscues (taking a running record: noting miscues, self-corrections, pauses, omissions, etc). The teacher reads aloud a passage while students make a running record of the teacher’s reading. Upon completion of the read aloud, students will check all elements of fluent reading the teacher models (could be a recording or teacher read aloud).

Students are given a copy of a familiar short passage (1 to 2 paragraphs). Teacher models fluent reading and discusses unfamiliar vocabulary words as students follow along (new words can be added to the word wall). Students then form pairs and practice reading fluently with their partners. Students can time each other and graph their progress each day. Students will also use the fluency checklist to identify the elements of fluency modeled during partner reading.

The Differentiated task:
- Struggling Readers, Writers – Have student learn, practice, and memorize a group of words that can make a sentence. Start with a small number and increase as word recognition and fluency are mastered. Students practice words in isolation and combine to make a sentence.
- More Severe/Non verbal – (1) Have students listen to two different recordings and have them choose the one with best fluency. (2) Label items within the classroom and have students identify the object when the teacher gives the word.

Modifications/Accommodations:
- The teacher reads orally smaller segments of passage and monitors students’ progress
- The teacher gives passage based on student’s independent reading level
- The teacher conducts small group instruction for re-teaching running record
- The teacher or peer helper will read along with student to model good fluency.
- The student will use less sentences and increase once mastered
- The teacher will use passages based on students’ interest
- The teacher will promote echo reading and allow students to reflect after they read through journaling or oral presentation
Focus Standard:
ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners. The student
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

Circumstances of the assignment/Notes to the Teachers: Lesson introduction is teacher directed. Students practice fluency with a partner. Students will need timers, pencils, fluency checklists, and a copy of the passage that will be used for fluency practice.

Fluency Checklist

ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners. The student
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

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<tr>
<th>Meets +</th>
<th>Does Not Meet -</th>
<th>Elements</th>
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<tbody>
<tr>
<td></td>
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<td>Sounds out unknown words quickly</td>
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<td></td>
<td></td>
<td>Uses context clues to determine pronunciation and meaning of words</td>
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<td>Self-corrects miscues</td>
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<td>Reads in a conversational tone of voice</td>
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<td>Makes less than 5 errors</td>
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<td>Meets time requirements</td>
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