ASOL READING SCOPE AND SEQUENCE MATRIX: GRADE 5

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REPORTING CATEGORIES	GRADE 5 ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
Use word analysis strategies and word reference materials	5E-RW 1 (SOL 5.4)	The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out. Students will build their knowledge of word origins by learning about Greek and Latin affixes. Students will also use word-reference materials to learn new words. **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). An author may use a word or phrase *figuratively* for purposes of comparison, emphasis, or to provide clarity. Such language requires the reader to comprehend beyond the literal meaning of the text.
Demonstrate comprehension of fictional texts	5E-CF 1 (SOL 5.5)	The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. Students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. **Narrative nonfiction** is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection. Students will then locate information in the text to support their predictions and conclusion. To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fifth-grade students reading fifth-grade text: | Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
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90	166	182	194
75	139	156	168
50	110	127	139	 Hasbrouck, J.E., & Tindal, G.A., 2006 When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.* * Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

Demonstrate comprehension of nonfiction texts	5E-CN 1 (SOL 5.6)	The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). *Before* reading, students will use text organizers to predict and categorize information. *During* reading, students will formulate questions and make and revise ongoing predictions and inferences, using given information. *After* reading, students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling). Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and write to clarify their thinking. **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.