

Georgia Performance Standards Task for English Language Arts

Grade: 6th

Topic: Fluency

Instructional unit: Building Reading Skills/Fluency

The task:

Your class is having a “My Favorite Picture Book” or “My Favorite Story” Day at a local elementary school (audience dependant on accessibility). You will chose your favorite picture book or appropriate short story (approved by your teacher) to read to a group of younger students. To prepare for this read aloud, practice, practice, practice your chosen piece of text; using self-correction strategies when needed. During your reading, you will need to utilize the habits of effective oral readers-rhythm, flow, inflection, phrasing, etc. Your audience will evaluate your performance for fluency.

Focus Standard:

ELA6R3. The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, 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.
- b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).
- c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

ELA6LSV2. The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

When delivering or responding to presentations, the student:

- a. Gives oral presentations or dramatic interpretations for various purposes.
- b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
- c. Uses language for dramatic effect.
- d. Uses rubrics as assessment tools.

Circumstances of the assignment/Notes to teachers

This is an individual task.

In preparation for the read aloud, practice for this task will need to be in class

In preparation for the presentation, students should participate in peer coaching for the purpose of giving and receiving feedback.