

## Structured Literacy Competency 9 — Explicit Instruction: Reading Fluency

### Advancing CCS Foundational Skills Standard RF 3

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
9.1P	Use evidence-aligned instructional strategies or routines to support the development of students' word reading automaticity skills for irregular and regular words.		✓	✓	✓
9.2P	Use evidence-aligned instructional strategies or routines to teach all students to automatically apply taught phonics skills to support the reading of decodable texts.		✓	✓	✓
9.3P	Use evidence-aligned instructional strategies or routines to teach all students to automatically apply taught phonics skills to support the reading of less controlled texts (e.g., trade books).		✓	✓	✓
9.4P	Use evidence-aligned instructional strategies or routines to promote the development of students' oral reading fluency, with consideration for improving accuracy, rate, prosody, and combinations thereof.	✓	✓	✓	✓
9.5P	For students with limitations in reading fluency that warrant intervention, use assistive technology as needed and appropriate to support access to grade-level content.	✓	✓	✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
9.6K	Explain the role of fluent word, phrase, and sentence level skills in oral reading fluency, reading comprehension, and motivation to read.			✓	✓
9.7K	Identify and describe the components of fluency (accuracy, rate, prosody) and explain how they develop to support the proficient reading of connected text.	✓	✓	✓	✓
9.8K	Explain how difficulty in one or more of the components of oral language may impact students' reading fluency, with consideration for ELs/MLs and those with limited oral language proficiency.			✓	✓
9.9K	Explain the appropriate use of assistive technology to enable students with limitations in reading fluency that warrant intervention to access grade-level content.	✓	✓	✓	✓