

## Third Grade Language Arts Components Common Core State Standards Correlation

<b>Word Study (Spelling and Vocabulary)</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
Word study refers to the development of the understandings about letters, phonics, and word parts that lead children to become more thoughtful and effective in their spelling and vocabulary use.	Pre-assessment allows teachers to determine the students' stage of spelling development. Students are grouped with others in their stage, and the instruction they received is targeted to teach them what they are ready to learn about letters and words.	Years of "one-size-fits-all" spelling instruction has failed to make students effective spellers. Students' writing samples indicate that students need instruction that will help them use more accurate spelling and more vivid vocabulary in their writing.

### **Common Core State Standards addressed throughout Word Study**

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade appropriate irregularly spelled words
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable)
L.3.4c	Use known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of word relationships and nuances in words.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
L.3.5b	Identify real life connections between words and their use.
L.5.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L34.6	Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
L.3.2e	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

<b>Oral Language</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
Oral language is a powerful tool for communicating, thinking, and learning. Through speaking and listening, students acquire the building blocks necessary to connect with others, develop vocabulary, and perceive the structure of the English language. An important goal in the Language Arts classroom is for students to speak confidently and fluently in a variety of situations.	Teachers provide opportunities for student discussion (small group and whole class), questioning (inquiry), contributing, word choice, and oral presentation.	Children learn to talk before they come to us, but all students must then learn to “talk to learn,” using language to think about and share experiences. In addition, students must learn to reason, plan, and predict using both oral and written language.

**Common Core State Standards addressed throughout Oral Language activities**

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic and explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions and (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	<b>Presentation of Knowledge and Ideas</b>
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL. 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when speaking.

<b>Reading Fluency</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
Reading fluency is the ability to read accurately, quickly, and expressively. The focus of the instruction is repeated reading of a single, short text until the reader is able to read that text fluently. The practice is repeated for multiple texts until the reader is fully and independently fluent.	Teachers select short texts (50-500 words). They demonstrate the reading and provide students opportunities to practice it until their accuracy is at least 95%, their reading rate is at grade level, and their expressiveness makes text meaning immediately clear and vivid to the reader. Performance opportunities such as taping, Readers Theater, and performing as visiting readers keep the practice motivated and authentic.	Reading fluency is correlated with reading comprehension. Fluent readers are efficient readers; they are automatic in their reading of sight words and in their decoding. Some students at all grade levels require direct instruction and careful guided practice to become fluent readers.

**Common Core State Standards addressed throughout Fluency activities**

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>Literature Circles</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
A literature circle is small group instruction provided through the use of text selected by the reader from appropriate choices selected by the teacher. The focus of the instruction is discussion of reading to improve reading comprehension and enjoyment. At grades 3-8, students read the text silently and meet with their classmates who are reading the same text for careful discussion of their use of strategies to make meaning. Some grade 2 students may also become ready for literature circle instruction.	Teachers select from four to six high-quality texts within the grade-level range. Teachers provide book talks on each of the books and provide students with a brief (5-10 minutes) opportunity to review all of the books. Students are trained to select books that are on their independent reading level. They ask students to rank their top three preferred titles, and they create groups that allow each student to read one of his or her three choices. Teachers facilitate the discussions, which occur simultaneously, with multiple literature circles meeting for discussion at the same time.	Students at the intermediate and middle school grades require opportunities to choose books and to discuss those books with students whose reading interests are similar to theirs even though their reading abilities may vary. Literature circles provide students with “voice and choice”, both highly motivating for intermediate grade readers. In classrooms where students are grouped by ability for guided reading for some units of their instruction, it is critical that they also be heterogeneously grouped for literature circles for other units.

**Common Core State Standards addressed throughout Literature Circle activities**

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic and explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions and (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	<b>Presentation of Knowledge and Ideas</b>
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL. 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.6	Distinguish their own point of view from that of the author of a text.

<b>Independent Reading</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
<p>Independent Reading is the independent practice portion of the Reading Workshop.</p>	<p>Like the writing workshop, a careful structure allows students opportunities to engage in their own reading work with support from their teacher and recommendations for new books from their classmates. Students select their own books to read.</p> <p>A quick <b>status-of-the-class</b> (modeled after that suggested in Atwell, 1987) provides the teacher with information about each student's reading: Day of week, title of book, page at present. By doing this step orally, students hear classmates' book titles and recognize that everyone in the class is responsible for working at their reading. This should require no more than six minutes. Teachers obtain valuable information through this process: Who is abandoning books without completing them? Who is making limited progress in reading? Who is reading so many pages that their attention to the text is suspect?</p> <p>The bulk of the class period is devoted to students' <b>independent silent reading</b>. During this time the teacher is either meeting with guided reading groups or moving from student to student for a brief and quiet conversation about the reading. These reading conferences are part independent reading inventory (IRI), part interest survey, and part tutorial. Teachers keep dated conference records for each student, detailing observed strengths, needs, and progress as well as teaching points made during the conversation. Typical questions and prompts include:</p> <ul style="list-style-type: none"> <li>• How do you like the book so far? What about it makes you feel that way?</li> <li>• Are you having any difficulties with the reading? How are you handling those difficulties?</li> <li>• Are you finding new words? What are you doing to make certain you understand them?</li> <li>• Give me a quick summary of the book so far.</li> <li>• What is your prediction for what's coming next?</li> <li>• Pick a favorite part to read aloud to me. (Ask the student to read a few paragraphs. Listen for oral reading fluency and for strategies the student uses with unknown words and miscues. Weaknesses you detect in these areas will indicate a need for additional instruction for specific needs.)</li> <li>• Is this a new genre for you? Do you plan to continue to read in this genre?</li> <li>• Are you interested in reading more by this author? Are you interested in knowing more about this author?</li> </ul> <p>In addition, students in grades three and above are required to maintain a regular written conversation with their teacher in their <b>Readers Notebooks</b>. (Fountas and Pinnell) Dialogue letters provide rich opportunities for genuine reader to reader conversation. They also help the teacher to monitor a student's development of comprehension skills and strategies.</p>	<p>Students require guided opportunities for independent work. They are motivated by choice of reading material and by the one-to-one conversations they have with their teachers about their reading during the conference part of the workshop.</p>

**Common Core State Standards addressed throughout Independent Reading activities**

RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently. .
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word.
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root.
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
L.3.5b	Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

<b>Genre/Author Study</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
All students in the class in intermediate and middle school grades study a genre that has been selected because it represents high-quality literature, and teaches life concepts that are important for the students at the grade level. The genre selected should be one that students at the grade level will be motivated to read and find enjoyable as a reading experience.	Teachers determine the enduring understandings that students will gain and the essential questions that students will be able to answer (for schema and reading development and for genre understanding) as a result of studying the genre. They identify titles that represent the range of instructional level in the class from the selected genre. They create groups, each of which study one of the identified titles. <i>Teachers create groups that are not as strictly homogeneous as the groups they use for guided reading or as loosely heterogeneous as the groups they use for literature circles.</i> They identify the comprehension skills and strategies that will support students in being able to read and understand the text they are reading and the genre to which it belongs. Those skills and strategies become the teaching points for the whole class instruction.	Students require direct instruction to become familiar with a wide range of genres.

**Common Core State Standards addressed throughout Genre/Author Study activities**

RL.3.2	Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
RL.3.5	Refer to parts of stories dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of character or setting).
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks to locate information relevant to a given topic efficiently).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

<b>Content Area Reading</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
Content area reading instruction makes use of specific teaching strategies for teaching students how to read dense, informative, non-fiction text in order to comprehend, retain, and apply the information in content area learning. The focus of the instruction is how to use text structures and effective study skills that are unique to specific content areas.	Teachers select units of instruction from content areas (social studies and science texts are particularly effective, but any content area text can be used) and determine which of a wide variety of content area reading strategies (SQ3R, K-W-L, GRASP, I-Chart, outlining, etc.) will be most helpful in guiding the students through the text. At the intermediate levels, teachers demonstrate each step of the process and provide students with time to apply each step before moving on to demonstration and guided practice of the next step.	Intermediate and middle school grade students require direct instruction and careful guided practice to learn to read content area text silently and effectively. Familiarity with the demands of non-fiction reading is a critical part of the general reading development of intermediate and middle school grade students. During the high school grades, students are required to read content area texts independently. Many years of guided practice through increasingly more demanding content area text is required to prepare students to meet these demands.

**Common Core State Standards addressed throughout Content Area Reading activities**

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

<b>Read Aloud</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
The teacher is reading to the entire class not only for enjoyment but also with a specific teaching purpose in mind. The teacher and the student think about, talk about and respond to the text. Both the reader and the listeners are active. Read aloud is a way to explicitly teach comprehension strategies.	While reading, the teacher will stop briefly to demonstrate text talk or invite interaction. These pauses are intentional and planned to invite students to join the thinking and talking about the text. Comprehension strategies are introduced through read aloud in the grades where they are developmentally appropriate. Read aloud has everything to do with comprehending text and building the vocabulary and language. It also models the fluency of readers using expression and punctuation.	The read aloud levels the playing field, ensuring that readers in the classroom experience rich, interesting texts that are age and grade appropriate, regardless of their independent or instructional reading level. All students can think and talk about the text even if they can't read it for themselves. Read aloud is key context for helping students develop ways of thinking about texts. The fact that the reading is being done for them, frees their attention from processing the print to think about what is happening in the text and what it means as well as how the writer communicates information. Read aloud supports thinking within, beyond and about texts.

**Common Core State Standards addressed throughout Read Aloud:**

The Standards are addressed through the *Making Meaning* lessons and optional reading chosen with the purpose of modeling reading strategies are noted in the grade level Instructional Framework document.

<b>Shared Reading/Mini Lesson</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
Shared reading is whole class reading instruction where students have access to the same text during the lesson. Example of such text includes big books, poetry (on a chart or photocopied for each student), short works of fiction or nonfiction with copies for each student or pair of students, magazine articles, or excerpts from longer works, etc.	Teachers select texts based on the skills being addressed in the current unit of study. (i.e. short vowels, author's voice, oral fluency, comprehension strategies, punctuation, characterization, fact vs. opinion, etc.) The text is selected with care to be on or below the reading level of all of the students. It must be accessible (on or below independent reading level) for all students.	Shared Reading is an essential part of the Gradual Release of Responsibility Model of Instruction (guided practice). Students require many opportunities for guided practice at every grade level, as new skills are introduced and previously learned skills are refined.

**Common Core State Standards addressed throughout Shared Reading/ Mini Lessons:**

The Standards are addressed through the *Strategies that Work* and *Making Meaning* lessons and are noted in the grade level Instructional Framework document.

<b>Guided Reading</b>		
<b>What is it?</b>	<b>How does it work?</b>	<b>Why do we do it?</b>
<p>Guided reading is small group instruction provided through the use of instructional level text. The focus of the instruction is the continued development of skills being addressed in the current unit of study. At grades K-1, the reading is oral, and students read while meeting with their teacher. During grade 2, students make the shift from oral guided reading to silent guided reading. At grades 3-8, children read the text silently and meet with their teacher for careful discussion of their use of strategies to make meaning.</p>	<p>Teachers group students according to reading level (administration of the DRA and teacher observation provide information teachers can use to create groups) and select a text (or texts) appropriate to each group of readers. Texts are varied to include fiction, nonfiction (especially grades 2-8), and poetry.</p> <p>At the intermediate and middle school grades, teachers determine what strategies (no more than four) they will guide students to practice in the selected text and create a bookmark (note-taking tool) to prompt students to record their use of each of the taught strategies. Teachers meet for 20 minutes with each group as frequently as their teaching schedules allow. In the first meeting, teachers provide a good introduction to the text students will read and review the strategies students will practice during their reading. Teachers explain the bookmark, read-aloud/think-aloud from the start of the book (for 5-10 minutes), and determine how many pages students will read by their next meeting. In subsequent meetings, teachers focus the teaching on students' notes, praising, prompting, or demonstrating use of the strategies being taught. Students who are not meeting with the teacher read and take notes independently from their guided reading books.</p>	<p>Students require specific instruction at their instructional level in order to develop effective silent reading ability. They need to be taught how to use the three cuing systems (meaning, syntax, and visual) in their oral reading as young children, and they need to be taught to use comprehension strategies in their silent reading as they grow. Students need to become aware of their own thinking while they are reading. In order to succeed in high-stakes testing, intermediate and middle school grade students must have silent reading stamina, and they need opportunities to practice reading silently for extended periods of time in a classroom setting.</p>

**Common Core State Standards addressed throughout Guided Reading activities**

RL.3.10	By the end of the year, read and comprehend literature, including stories, drama and poetry, in the grades 2-3 text complexity band independently and proficiently.
RI.3.10	By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**In addition, the Standards that are reinforced, as needed, through the Guided Reading are those found in Shared Reading/Mini Lessons and are noted in the grade level Instructional Framework document.**

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