

Quick Alignment Checklists for Foundational Skills Materials in 3rd Grade

The following components are items which should be a part of healthy 3rd grade literacy materials for foundational skills success.

- Phonics (Standard #3)
- Fluency (Standard #4) (Standards #1 & #2 are only for Kindergarten and 1st Grade)
- Aligned practice materials
- Frequent and regular assessments
- Abundant materials for students who need more support and practice
- Considerable amount of time spent on what students need

Assess students on the 2nd grade foundational skills to determine if those are mastered. If not, begin instruction in small group settings with those standards before beginning with the 3rd grade foundational skill standards.

Phonics	
	RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
	3a: Identify and know the meaning of the most common prefixes and derivational suffixes.
	3b: Decode words with common Latin suffixes.
	3c: Decode multi-syllable words.
	3d: Read grade-appropriate irregularly spelled words.

In addition to the standards above, the instruction and materials should also include the following:

- Explicit instruction and decoding practice of syllabication patterns and multisyllabic words; both in and out of context.
- Explicit instruction and practice with grade appropriate irregular words.
- Reading practice with texts and word lists (decodable and/or high frequency) to support decoding and word recognition.
- Discussion of syllabication patterns and irregularly spelled words in the text, providing students practice and support reading unfamiliar multisyllabic words and words with irregular spelling.
- Modeling what fluent reading of unfamiliar multi-syllabic words, new syllabication patterns, and new word parts (roots and affixes) sounds like in the context of a text.

Fluency	
	RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
	4a: Read grade-level text with purpose and understanding.
	4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

In addition to the above standards, instruction and materials should include the following:

- For struggling readers, texts to provide practice with taught spellings and words, occasionally allowing students to challenge themselves reading beyond what has been taught.
- Opportunities for student oral reading: fluent model (read-aloud); choral reading; repeated oral reading; reader's theater, partner reading.
- Modeling of fluent reading, particularly for new genres and more complex text or to model unfamiliar, multisyllabic words.
- Modeling what fluent reading sounds like, particularly for new topics, genres, and more complex text.
- Opportunities for students to have repeated exposure to a large amount of text — across a wide variety of genre and topics — to acquire a deep inventory of words that are instantly recognized or efficiently decoded. (This exposure to text and reading also deepens the reader's knowledge and vocabulary, in turn supporting fluency, comprehension, and ability to read even more.)

Students who do not reach proficiency levels on the first exposures to the foundations of reading will need MORE exposures and experiences. Otherwise they risk becoming the students reading five or more years below grade level in high school – the ones who rarely graduate. (Hernandez, 2011).