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| Foundational Reading and Language Standards  **Resources Package for Grades 3–5:** Overview |

The New York State Common Core–aligned ELA modules for grades 3–5 were designed to help teachers build students’ capacity to read, think, talk, and write about complex texts. The modules fully address the reading standards for both literary and informational texts, the writing standards, and the speaking and listening standards. Foundational reading and language also are addressed within the context of the module lessons; these standards are more heavily emphasized in specific module lessons within Module 2B.

However, the 60-minute module lessons alone do not represent enough time to comprehensively meet the Foundational reading and language standards. To ensure that students receive adequate support building foundational reading and language skills, as well as sufficient time to meet the volume of reading required by the CCSS, research suggests that an additional block of literacy instruction and skills practice is needed.

This Foundational Reading and Language Standards Resources Package for Grades 3–5 is designed with three purposes: to articulate the research base for instruction regarding reading foundations standards; to point teachers to where that instruction lives “within the modules”; and, most important, to offer teachers options about how to organize an additional literacy block to comprehensively address these standards beyond and alongside the module lessons.

Literacy instruction that occurs alongside the modules ideally is complementary to the reading, writing, speaking, and listening that students engage in during the 60-minute module lessons. Research suggests that students benefit from additional time spent on literacy skills instruction with differentiated support, so they can continue to acquire and practice the skills necessary in becoming proficient and independent readers, writers, speakers, and listeners. There are various ways to organize this time so teachers can pull small, guided groups and provide additional whole-class instruction on discrete skills, as deemed necessary by formative reading and writing assessments.

This package contains resources and guidance for providing foundational reading and language instruction alongside the module lessons. In this overview, you will find:

* **Resources Package At-A-Glance**: a visual representation and written description of the resources in this package
* **Research Base**: a research review, implications for instruction, and associated resources for each aspect of foundational reading and language standards instruction
* **Sample Schedule**: a sample two-week alternating schedule that outlines one way to organize a foundational reading and language instructional block
* **RF and L Standards within the Module Lessons**: a list of examples of foundational reading and language instruction in the 60-minute module lessons, by grade
* **References**: citations for those who would like to do further study

**Research Base**

Phonics and Word Recognition (CCSS RF.3)

As students in the intermediate grades become comfortable with the basic mechanics of reading and gain automaticity, they must continue to hone their skills as fluent and facile readers in order to comprehend the text they read. Although discrete phonics instruction is an important component of early literacy instruction (National Reading Panel, 2000), readers in intermediate grades benefit from a more contextualized approach to teaching phonics and word recognition (Bear, Invernizzi, Templeton, & Johnston, 2003; Bloodgood & Pacifici, 2004). Phonics instruction in the intermediate grades focuses on the morphology of words (affixes and roots), syllabication patterns, and more complex spelling patterns. This transition is reflected in the third-grade foundational reading standard RF.3, decoding with common Latin suffixes and use of syllabication to read unfamiliar words.

Research suggests that as much as possible, this instruction should take place in the context of the texts that students are reading, as this supports them in decoding and inferring the meaning of unfamiliar vocabulary. These word analysis skills are key in acquiring core academic vocabulary and ultimately in understanding the complex texts that students encounter as they enter the intermediate elementary grades (Blevins & Lynch, 2001; Hiebert, 2012; Juel & Deffes, 2004).

The 60-minute module lessons provide some contextualized instruction of phonics and word analysis, specifically during lessons that involve close reading. However, to ensure that students have the foundational skills necessary to build toward college and career readiness, they will need more support and practice with these skills during additional literacy instruction that occurs alongside the modules. This instruction may be presented to the whole class but often takes place in small, differentiated groups where students can practice word analysis in the context of the complex texts they are reading in the modules, other independent-level texts, and during word study games and activities. The resources contained in this package provide examples, guidance, and materials to help teachers envision options for organizing the instruction of phonics and word analysis in grades 3–5.

See the following components of this resources package:

* Word Study Criteria
* Additional Work with Complex Texts
* Independent Reading: The Importance of a Volume of Reading and Sample Plans
* Core Knowledge Skills Strand (Grade 3 only): As recommended by NYSED, a resource developed by Core Knowledge for explicit structured phonics and fluency instruction for students in the third grade who need additional support learning and practicing decoding skills (Note- This is not for students who are far below grade level. These students should receive more intensive and individualized support). Use the following link to access Core Knowledge’s Skills Strand: [www.coreknowledge.org/ckla-files](http://www.coreknowledge.org/ckla-files" \t "_blank).

**Research Base**

Fluency (CCSS RF.4)

Reading fluency is the ability to read accurately, automatically, and with proper phrasing and intonation so that a reader is able to make meaning of a text, whether it is read silently or orally (Kuhn, 2010). Recent research shows that the role of fluency is even more important to reading comprehension than once thought (Rasinski, 2004). When students read with automaticity, the ability to recognize and read words without conscious thought, they are able to devote all of their energy to comprehending the meaning as opposed to decoding the words. In addition, students must master the ability to read with proper phrasing and intonation, or prosody (Rasinski, 2006). This means that fluent readers read the words without effort and also attend to syntax, or the structure of sentences and their punctuation when reading. In order to read and comprehend complex texts, students not only have to decode and make meaning of difficult vocabulary, but they must also be able to read more complicated sentence structures. Although being fluent readers alone will not guarantee comprehension, it is another vitally important skill students need to become proficient and independent readers of complex texts.

Teachers already know a great deal about fluency instruction. Good fluency instruction includes read-alouds that model fluent and expressive reading, regular and repeated silent and oral reading of texts in the grade-level band of complexity and at students’ independent reading levels, and opportunities for self-assessment as well as teacher and peer feedback (Rasinski, 2006).

See the following components of this resource package:

* Fluency Resource
* Independent Reading: The Importance of a Volume of Reading and Sample Plans
* Core Knowledge Skills Strand (Grade 3 only): As recommended by NYSED, a resource developed by Core Knowledge for explicit structured phonics and fluency instruction for students in the third grade who need additional support learning and practicing decoding skills (Note- This is not for students who are far below grade level. These students should receive more intensive and individualized support). Use the following link to access Core Knowledge’s Skills Strand: [www.coreknowledge.org/ckla-files](http://www.coreknowledge.org/ckla-files" \t "_blank).

Conventions of Standard English and Knowledge of Language (CCSS L.1, L.2, and L.3)

Research shows that conventions and grammar are best taught within the context of authentic reading and writing tasks (Weaver & Bush, 2008). Students benefit from proactive instruction that uses models of informational texts and literature to teach explicit conventions and grammatical rules that can then be applied in their writing (Weaver, McNally, & Moerman, 2001). Teachers can plan these lessons based on the specific grade-level demands of the CCSS and on the analysis of student work.

Students also benefit from instruction later in the writing process that includes targeted mini lessons that support students in revising their work (e.g., the teacher notices common errors and provides targeted teaching or re-teaching). As students prepare to publish their work, one option is for teachers to support students in peer editing for these rules in order to reinforce this learning. In this way, students can see the value and practical application of rules of convention and grammar within the context of mentor texts, their own work, and their peers’ work.

**Research Base**

Many of the language standards are addressed during the writing process in the modules (most heavily emphasized in Unit 3 of every module). However, the modules do not represent a comprehensive teaching and assessment of these standards. The resources contained in this package provide examples, guidance, and materials to draw on in order to teach the conventions of standard English and knowledge of language standards in grades 3–5.

**See the following components of this resources package:**

* Show the Rule™ Strategy

Vocabulary Acquisition and Use (CCSS L.4, L.5, and L.6)

The importance of vocabulary instruction is evident in the number of CCSS ELA standards that are related to vocabulary. This emphasis on building word knowledge, as well as developing strategies to determine the meaning of unknown words, is woven throughout the language standards and in both literary and informational reading standards. This repetition of vocabulary in the standards is no accident. Several decades of research make a strong case for frequent and explicit vocabulary instruction (Liben, 2010). Research shows that deficiencies in working vocabulary (words students use when speaking and writing and understand when listening and reading) are a primary factor in the achievement gap (Beck & McKeown, 2007). Furthermore, students’ vocabulary deficiencies are highly correlated with difficulties in reading comprehension (Biemiller, 2001).

Effective vocabulary instruction includes direct systematic instruction, as well as teaching students strategies for making meaning of unfamiliar words on their own. It also requires students to read a sufficient amount of complex text and informational text, so they are exposed to academic and domain specific vocabulary in a variety of contexts. (Liben, 2010).

The 60-minute module lessons provide a comprehensive approach to vocabulary instruction that includes direct instruction using complex texts, a variety of protocols that allow students to analyze and make meaning of new vocabulary, and strategies for supporting students in determining the meaning of new vocabulary and using these words in their own writing. This instruction takes place in every module, with focused vocabulary work (aligned with CCSS L.4, L.5, and L.6) showing up in many specific lessons.

Therefore, this resources package does not contain additional materials directly tied to the teaching of Language Standards 4-6. However, teachers may wish to regularly incorporate additional vocabulary instruction into their class instruction and small group work.

**Sample Schedule, Week A**

This schedule represents one possible way to organize a foundational reading and language instructional block. It is a two-week alternating schedule featuring both small-guided groups and independent center work that focuses on the foundational reading and language skills standards. The schedule below represents week A in this two-week cycle.

Note that the schedule itself simply shows how time is allocated to address various skills. For the skill named in each box, refer to the corresponding resource that is a part of this full package (e.g., the Fluency Resource). Each of those documents provides details regarding the specific instructional practices that should take place during this block of time. Teachers might use this schedule to extend existing practices that are already in place (such as independent reading) and to enhance with new center work.

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|  | Additional Literacy Block  WEEK A  45–60 minutes per day + 15-minute daily homework assignment; three differentiated groups rotate through each center outlined below. | | | | | | |
| **Approx.**  **time** | **Mon**  Full Class | **Tues**  Centers—small rotating groups | **Wed**  Centers—small rotating groups | | **Thurs**  Centers—small rotating groups | **Fri**  Full class | |
| **15- or 20-**  **min. block** | **Show the Rule**  Full-class teacher-led  introduction | **Fluency Resource- Modeling and Assistance** (rotating center; teacher-led) | **Additional work with Complex Texts**  (rotating center; teacher-led) | | **Additional work with Complex Texts**  (rotating center; teacher-led) | **Fluency Resource-Practice and Assistance**  (partner work; informal assessment by teacher) | |
| **15- or 20-**  **min. block** | **Additional work with Complex Texts**  (rotating center) | **Show the Rule**  (rotating center) | | **Independent Reading**  (rotating center) | **Additional work with Complex Texts**  (small group/pairs; informal assessment by teacher) | |
| **15- or 20-**  **min. block** | **Independent Reading** (individual conferences with teacher) | **Show the Rule**  (rotating center) | **Fluency Resource- Assistance**  (partner work; rotating center) | | **Show the Rule**  (rotating center) | **Show the Rule**  (pair share; assessment) | |
|  | HOMEWORK | | | | | | |
| 15 minutes | **Independent Reading** | **Fluency Resource- Practice** | | **Independent Reading** | **Fluency Resource- Practice** | | **Independent Reading** |

**Sample Schedule, Week B**

This schedule represents one possible way to organize a foundational reading and language instructional block. It is a two-week alternating schedule featuring both small-guided groups and independent center work that focuses on the foundational reading and language skills standards. The schedule below represents week B in this two-week cycle.

Note that the schedule itself simply shows how time is allocated to address various skills. For the skill named in each box, refer to the corresponding resource that is a part of this full package (e.g., the Fluency Resource). Each of those documents provides details regarding the specific instructional practices that should take place during this block of time. Teachers might use this schedule to extend existing practices that are already in place (such as independent reading) and to enhance with new center work.

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|  | Additional Literacy Block  WEEK B  45–60 minutes per day + 15-minute daily homework assignment; three differentiated groups rotate through each center outlined below. | | | | | | |
| **Approx.**  **time** | **Mon**  Centers—small rotating groups | **Tues**  Centers—small rotating groups | | **Wed**  Centers—small rotating groups | **Thurs**  Centers—small rotating groups | | **Fri**  Full class |
| **15- or 20-**  **min. block** | **Word Study**  (rotating center; teacher-led) | **Additional Work with Complex Texts**  (rotating center; teacher-led) | | **Fluency Resource- Modeling and Assistance**  (rotating center; teacher-led) | **Additional Work with Complex Texts**  (rotating center; teacher-led) | | **Fluency Resource- Performance**  (full class; teacher-facilitated) |
| **15- or 20-**  **min. block** | **Additional Work with Complex Texts**  (rotating center) | **Independent Reading**  (rotating center) | | **Word Study**  (rotating center) | **Independent Reading**  (rotating center) | | **Word Study- Assessment**  (small groups—teacher-led) |
| **15- or 20-**  **min. block** | **Fluency Resource-Practice**  (rotating center) | **Word Study**  (rotating center) | | **Additional Work with Complex Texts**  (rotating center) | **Word Study**  (rotating center) | | **Independent Reading** (remainder of class—while teacher pulls groups for Word Study assessment) |
|  | HOMEWORK | | | | | | |
| 15 minutes | **Independent Reading** | | **Fluency Resource- Practice** | **Independent Reading** | | **Fluency 0Resource-Practice** | **Independent Reading** |

RF and L Standards within the Module Lessons

Examples of foundational reading and language instruction in the module lessons grade by grade

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| Standards | Grade 3 | Grade 4 | Grade 5 |
| **RF.3 Phonics and Word Recognition**  Know and apply grade-level phonics and word analysis skills in decoding words. | Module 2B, Unit 2, Lesson 9  Module 2B, Unit 2, Lesson 10  Module 2B, Unit 2, Lesson 11 | Module 2B, Unit 1, Lesson 3 | Module 2B, Unit 2, Lesson 6  Module 2B, Unit 2, Lesson 7 |
| **RF.4 Fluency**  Read with sufficient accuracy and fluency to support comprehension. | Module 2B, Unit 2, Lesson 1, Module 3A, Unit 2, Lesson 12 | Module 3A, Unit 1, Lesson 4 | Module 2B, Unit 2, Lesson 6  Module 2B, Unit 2, Lesson 7 |
| **L.1 Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Module 2B, Unit 3, Lesson 9 | Module 2B, Unit 2, Lesson 11  Module 3A, Unit 3, Lesson 12 | Module 4, Unit 3, Lesson 13 |
| **L.2 Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Module 2B, Unit 1, Lesson 15  Module 2B, Unit 3, Lesson 9  Module 3A, Unit 2, Lesson 10 | Module 2B, Unit 2, Lesson 11  Module 2B, Unit 3, Lesson 9  Module 2B, Unit 3, Lesson 12 | Module 4, Unit 3, Lesson 11 |
| **L.3 Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Module 2B, Unit 1, Lesson 15  Module 2B, Unit 3, Lesson 1  Module 2B, Unit 3, Lesson 8  Module 2B, Unit 3, Lesson 9 | Module 2A, Unit 3, Lesson 14  Module 2B, Unit 3, Lesson 10  Module 3A, Unit 3, Lesson 13 | Module 2B, Unit 3, Lesson 6  Module 2B, Unit 3, Lesson 11  Module 4, Unit 3, Lesson 14 |
| **L.4 Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. | Module 2B, Unit 1, Lesson 3 | Module 2A, Unit 1, Lesson 3  Module 2B, Unit 1, Lesson 3 | Module 2B, Unit 1, Lesson 2  Module 2B, Unit 1, Lesson 3  Module 2B, Unit 1, Lesson 4 |
| **L.5 Vocabulary Acquisition and Use**  Grade 3: Demonstrate understanding of word relationships and nuances in word meanings.  Grades 4 and 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Module 2B, Unit 2, Lesson 9  Module 3A, Unit 2, Lesson 2 | Module 4, Unit 2, Lesson 4 | Module 3B, Unit 1, Lesson 7  Module 4, Unit 2, Lesson 4  Module 4, Unit 2, Lesson 6 |
| **L.6 Vocabulary Acquisition and Use**  Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. | Module 1, Unit 2, Lesson 7 | Module 2B, Unit 3, Lesson 10 | Module 2B, Unit 2, Lesson 7  Module 2B, Unit 2, Lesson 8 |

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