

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Foundational Skills

3rd Grade

RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding from the Standard

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Extended Understanding

- A large number of words in English derive from Latin and Greek origins. Knowledge of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development, as well.

Academic Vocabulary

- Affixes
- Root
- Prefix
- Suffix
- Syllabication patterns
- Multisyllabic
- Syllable
- Letter sound Correspondence
- Decoding
- Irregular
- Latin

Content Elaborations

The big idea of Phonics and Word Recognition is that words create impressions, images, and expectations. Recognizing and reading words, their inflections, and roots can transform the world. The focus of Phonics and Word Recognition is applying the knowledge of phonemes (sounds) with the written graphemes (letter or letters representing a sound) and recognizing common words. Systematic phonics instruction is a part of a balanced program of teaching reading. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.

Next Grade Level Progression Statement

In the next grade level, students are expected to master phonological awareness and concepts of print. Students are expected to know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. They know common vowel and consonant sound variants and have begun to self-correct when reading.

Question Ideas

- Are there any familiar parts in that word that you can use to help you?
- Do you know any other words like that?
- Can you point to the root word?
- Are there any chunks you know that can help you figure out what this word says?
- Does the word have suffixes or prefixes you know?
- Have you looked to see what the base word might be?
- How many parts do you hear in that word?
- Are there any patterns you can use to help you write that word?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types; page 24 provides examples of morphemes represented in English orthography.

Ohio's Model Curriculum Instructional Supports

Strategies: Affix Practice

Use the following [editable dice template](#) to practice building words with prefixes and suffixes. Label one die with common root words, one die with prefixes, and one die with suffixes. Students take turns rolling the dice and writing a new word using the base word, prefix, and/or suffix. Students can define, draw illustrations, and construct sentences using the new words.

Resources: Reading Instructional Resources Database

The Southwest Educational Development Laboratory provides a list of [instructional activities](#) that test students' decoding skills.

RF.2.3 (Prior Grade Standard)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.4.3 (Future Grade Standard)

Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Foundational Skills

3rd Grade

RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding from the Standard

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

Extended Understanding

- Fluency encompasses the integration of pausing, phrasing, stress, intonation, and rate.

Academic Vocabulary

- Selection
- Strategies
- Paragraph
- Fluently/Fluency
- Expression
- Skimming
- Scanning
- Self-monitor/Self-correct
- Intonation
- Accuracy
- Context clues

Content Elaborations

The focus of Fluency is developing automaticity in word recognition, so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate an understanding of the function of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement

In the next grade level, students are expected to increase fluency as the complexity of text (in topic and structure) also increases. They read with purpose, understanding, and accuracy using self-monitoring strategies.

Question Ideas

- Why did you choose this selection?
 - What can you do when the story/text doesn't make sense?
 - What strategies can you use when you don't understand the text?
 - Can you read this paragraph fluently and with expression?
 - Why is it important to scan the page?
- Did you skim the page looking for information?
 - Look at the picture. Does it fit with what you just read?
 - What does it mean to read fluently?
 - What did you notice? (for students who stop or pause while reading)
 - What part of the story confused you?
 - Did you re-read the part you didn't understand?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types; page 24 provides examples of morphemes represented in English orthography.

Ohio's Model Curriculum Instructional Supports

Strategies: Poetry for Fluency

When reading rhyming poetry, children may use the predictable patterns to help them get a sense of when it is appropriate to pause between phrases. Rhyming poetry appeals to children of all ages and is therefore a good choice for developing reading fluency from kindergarten through fifth grade.

Resources: Engage New York

Engage New York provides a fluency resource for [Creating a Routine for Fluency Instruction](#).

RF.2.4 (Prior Grade Standard)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.4.4 (Future Grade Standard)

Read with sufficient accuracy and fluency to support comprehension.

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