Instructional Focus:	Grade: Third Grade
<u>Direct Instruction should include:</u> • Daily reading of well controlled and appropriately matched text attending to **phrasing punctuation, intonation, & expression** • **Model prosody** and monitor & provide **corrective feedback** to students • Instruct **vocabulary strategies** including morphology through multiple meaning webs, semantic maps, and word profiles • Repetition and **multiple exposures to vocabulary in context** and use **of word-play** activities to enhance learning • **Text dependent questions** for students to respond to orally and in writing to demonstrate understanding of key details • Identifying **point of view, story structure and text features** • **Metacognitive strategies** such as questioning, predicting, inferring, summarizing _____ <u>Routines should include:</u> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities to practice using words • Grade-level decodable text to assess application of phonics skill to text • Practice and monitor reading in leveled readers, vocabulary readers and cold reads • **Grade level rigorous text and vocabulary development**	Instructional Resource

HILL FOR LITERACY

Instructional Focus:	Grade: Third Grade
<u>Direct Instruction should include:</u> • Repeated practice of sight words, irregular words and phrases in a **Rapid Word-Recognition Chart** • Review and application of **regular and irregular words in connected text** • Daily reading of appropriately matched text attending to **accuracy, phrasing punctuation, intonation, expression** • **Support self-monitoring strategies** to ensure accurate reading of text • Direct instruction in **phrasing or grouping words into meaningful units** • Repeated reading with **phrasing arcs** • Direct, explicit instruction in **grade level comprehension and vocabulary skills** _____ <u>Routines should include:</u> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Daily Text Reading- minimum of 15 minutes • Consider use of leveled text to support growth of fluency and comprehension • ***Reading the decodable allows the student to sound and feel like a fluent reader***	Instructional Resource

HILL FOR LITERACY

Instructional Focus:	Grade: Third Grade
Direct Instruction should include: **Modeling of metacognitive strategies** (questioning, monitoring, predicting, inferring, summarizing) - Daily **application of metacognitive strategies** taught in well controlled text - Identify **point of view, story structure and text features** - Responding to **who, what, where, when, why and how questions** - Instruction in **vocabulary strategies** including morphology, multiple meaning webs, semantic maps, and word profiles - Multiple exposures to **vocabulary in context** and use of **word-play activities** - Exposure and support with **grade level rigorous text and vocabulary** _____ Routines should include: - Weekly use of grade-level decodable text to assess application of phonics skill to text - Practice and monitor reading in leveled readers, vocabulary readers and cold reads - Consider independent reading of Anchor Text - Daily Text Reading- minimum of 15 minutes	Instructional Resource

Instructional Focus:	Grade: Third Grade
Direct Instruction should include: • **Pair visual with language** to support understanding • May need **exposure to basic, high utility vocabulary** • **Support with following simple 1 & 2 step directions** • Daily use of **mnemonics to support recall** • Instruction, repetition, multiple exposures to **vocabulary in context** • Use of **word-play activities** to enhance learning • Support the development of **word learning strategies** • Provide support **blending letter sounds into words** • Applying taught letters to **sounds, words, phrases, sentences, text** • **Recognition of basic sight words** with frequent opportunities to practice _____ Routines should include: • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Employ explicit teaching routines in teaching vocabulary and comprehension • Daily Text Reading- minimum of 15 minutes • *Reading the decodable allows the student to sound and feel like a fluent reader*	Instructional Resource

HILL FOR **LITERACY**

Instructional Focus:	Grade: Third Grade
Direct Instruction should include: • Daily reading connected text to maintain accuracy and to **improve automaticity** • Provide students with **feedback on rate** • Provide opportunities for students to **monitor/graph accuracy and rate** • **Model prosody** • Direct instruction in **phrasing or grouping words into meaningful units** • Repeated reading with **phrasing arcs** • Make connection between **accurate, fluent, expressive reading and comprehension** _____ **Routines should include:** • Consistency to minimize teacher talk and maximize student engagement • Employ explicit teaching routines in teaching vocabulary and comprehension • Daily Text Reading- minimum of 15 minutes • Carefully selected text to support the development of automaticity and prosody • Practice and monitor reading of decodable texts, leveled readers and cold reads • _**Reading the decodable allows the student to sound and feel like a fluent reader**_	Instructional Resource

Instructional Focus:	Grade: Third Grade
Direct Instruction should include: • Explicit instruction in **consonant blends and digraphs** in isolation, in words, and in text • Support/model blending CVC, CVCC, CCVC, CCVCC words using a **sound-by-sound blending routine** • Introduce **less frequent letter-sound correspondences** (/ā/ is spelled a_e or ai) • Support/model **blending more complicated phonics patterns** (r-controlled, open and closed syllables) • Apply blending strategy to **words, phrase, sentence, text levels** • Instruction in **sight words** with frequent opportunities to practice • Use of **all grade-level decodable text** to reinforce grade-level skills and assess application • Explicit instruction in **vocabulary and comprehension** • Exposure and support with grade level **rigorous text and paired vocabulary** (Read Aloud) • Consider use of the on-level or above text to support the **growth of comprehension** _____ Routines should include: • Use of mnemonics to support phonics pattern recognition/recall • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Daily Text Reading- minimum of 15 minutes • ***Reading the decodable allows the student to sound and feel like a fluent reader***	Instructional Resource

Instructional Focus:	Grade: Third Grade
<u>Direct Instruction should include:</u> • Direct Instruction on **Critical Words** (High Utility, Tier II & Academic) • **Pair visuals (comprehensible input)** with language to support understanding • Direct instruction in **word learning strategies** (e.g., morphology, dictionary use, etc.) • Explicit teaching of specific comprehension strategies with a clear succinct and consistent explanation, modeling, and guided practice. • Opportunity for **peer assisted practice**. **These should be paired with another instructional focus area.** _____ <u>Routines should include</u>: • Consistency to minimize teacher talk & maximize student engagement • Multiple opportunities for student practice critical skills (at least 8) • Daily text reading – minimum of 15 minutes • ***Reading the decodable allows students to sound and feel like a fluent reader***	Instructional Resource

HILL FOR LITERACY

Instructional Focus:	Grade: Third Grade
<u>Direct Instruction should include:</u> • Instruction in **vocabulary strategies** using words in context, including morphology, multiple meaning webs, semantic maps, and word profiles • **Modeling of metacognitive strategies** (questioning, monitoring, predicting, inferring, summarizing) • Daily **application of metacognitive strategies** taught in well controlled text • Identify **point of view, story structure and text features** • Responding to **who, what, where, when, why and how questions** • Modeling **written responses** to text based questions • Differentiating types of question types when providing **written answers** • Exposure and support with **grade level rigorous text and vocabulary** _____ <u>Routines should include:</u> • Weekly use of grade-level decodable text to assess application of phonics skill to text • Practice and monitor reading in leveled readers, vocabulary readers and cold reads • Consider independent reading of Anchor Text and providing written responses • Daily Text Reading- minimum of 15 minutes	Instructional Resource

HILL for LITERACY