**Implementing a Comprehensive Reading Program /**

**Major Components and Guidelines**

**Grade 3**

**Content Knowledge**

**Purpose: To foster concept development, oral language and reading comprehension**

Build Conceptual Knowledge

Expand the Concept:

 Question of the Week

 Concept Map

Developing Language:

 Oral Vocabulary

 Selection Vocabulary

Text Comprehension

 Read and re-read the Literature:

 Main Selection- 1st and 2nd reads

 Paired Selection: Different Genre

 Leveled Readers

 Independent selections

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**Lesson Formats**

**Whole Group: 30-45 min.**

Concept development

Oral language development

Comprehension Skill and Strategy

Phonemic Awareness

Phonics/Spelling

**Small Groups: 60- 90 min**.

 **Teacher-Led Small Group**

Reading Support

Skill Support

Fluency Practice

 **Collaborative Practice Stations**

Activities for students to practice recently taught skills with peers Fluency Practice

 **Independent Work Area**

Students work independently to demonstrate level of skill mastery

**Whole Group: 20-30 min**.

Writing

Grammar and Conventions

Listening and Speaking

Research and Inquiry

Vocabulary Skills

 **Priority Skills**

Oral Language Development

Concept Development

Phonics  and Spelling: Advanced Word Analysis

Fluent Text Reading

Vocabulary

Text Comprehension

Writing for Comprehension

**Success Predictors**

Phonics

Fluency: Words Correct per Minute

Vocabulary: Word Knowledge

Comprehension: TRC, Retelling, Daze

**Progress Monitoring Tools**

Reading Street Daily Progress Checks

DIBELS Progress Monitoring

Fresh Reads

Weekly Tests Day 5 Assessments

Unit Tests

Benchmark Assessments

Advanced Word Work / Spelling

Automaticity with Work Reading

 Reading and re-reading of controlled text

 **Fluent Text Reading**