

## Common Core Literacy: Grades 3–5

Reading serves as a major foundational skill for school-based learning, as it is strongly related to academic and vocational success. Grades 3 through 5 are critical to that success as students transition from “learning to read” to “reading to learn.” The **Common Core Literacy: Grades 3–5** serves as a resource for classroom teachers in identifying areas of literacy and selecting appropriate interventions, if necessary, to bring students up to par.

Reading to learn allows students to build background knowledge about various subjects and establishes the foundation for writing and language skills that students will use throughout their school years, careers, and lifetimes to inform, persuade, instruct, inspire, or entertain others.

### Course Objectives

By the end of this course, you will be able to

#### Module 1

- Identify focus areas of literacy instruction as it relates to the Common Core.
- Analyze students’ entry level skills in phonics, word recognition, and fluency.
- Select appropriate interventions to bring below-level students to grade-level standards.

#### Module 2

- Use informational texts to build student content knowledge.
- Target instruction to match students with appropriate texts.
- Compare strategies for reading fiction and nonfiction texts.

#### Module 3

- Evaluate leveled texts by choosing texts that progress in complexity.
- Examine the quantitative, qualitative, and reader and task considerations for a selected text.
- Choose and match students to appropriate fiction and nonfiction texts.

## Module 4

- Evaluate current literacy curriculum to ensure students are focused on text evidence questions.
- Choose appropriate graphic organizers that will allow students to provide direct quotes from text as evidence.
- Identify portions of text to use as a model of close reading.

## Module 5

- Analyze growth in student writing and research skills.
- Structure writing and research assignments so that students draw from all literacy experiences.
- Examine current curriculum for ample writing opportunities.

## Module 6

- Examine the Speaking and Listening standards and determine expectations for your students.
- Create opportunities for students to engage in conversations and discussions analyzing a variety of texts.

## Course Syllabus

<p><b>Module 1</b></p>	<p><b>Moving to the Common Core in Grades 3–5</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading: Bringing Foundational Skills to Light</li> <li>• Reading: <i>EL</i>—What Happens to the Basics?</li> <li>• Media: Grade-Level Assessments</li> <li>• Check for Understanding</li> <li>• Application: Diagnose Student Readiness</li> <li>• Module Journal</li> </ul>
<p><b>Module 2</b></p>	<p><b>Building Knowledge through Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading: Informational Text: A Balancing Act</li> <li>• Reading: <i>ASCD Express</i>—Helping Elementary Students Read for Information</li> <li>• Reading: <i>EL</i>—What Students Can Do When the Reading Gets Rough</li> <li>• Video: Building Background Knowledge</li> <li>• Check for Understanding</li> <li>• Application: Choosing Informational Texts</li> <li>• Module Journal</li> </ul>
<p><b>Module 3</b></p>	<p><b>Reading Complex Texts</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading: Key Components of Complex Texts</li> <li>• Reading: <i>EL</i>—Points of Entry</li> <li>• Reading: <i>EL</i>—Growing Your Garden of Complex Texts</li> <li>• Video: Strategies for Complex Text</li> <li>• Check for Understanding</li> <li>• Application—Analyze Complexity of Texts</li> <li>• Module Journal</li> </ul>

<p><b>Module 4</b></p>	<p><b>Close Reading and Citing Text Evidence</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading: Creating a Text-Dependent Classroom</li> <li>• Reading: Reading for Meaning</li> <li>• Video: Close Reading, Grade 4</li> <li>• Check for Understanding</li> <li>• Application—Formulate Text-Dependent Questions</li> <li>• Module Journal</li> </ul>
<p><b>Module 5</b></p>	<p><b>Writing About Texts</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading: Writing About Text: The Highs and Lows</li> <li>• Reading: <i>EL</i>—Teaching Argument</li> <li>• Media: Text-Based Writing Rubrics</li> <li>• Check for Understanding</li> <li>• Application—Design a Research Assignment</li> <li>• Module Journal</li> </ul>
<p><b>Module 6</b></p>	<p><b>Speaking About Texts</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading: Giving Speaking and Listening Skills Their Due</li> <li>• Reading: <i>EL</i>—Speaking of Speaking</li> <li>• Video: Brainstorming Before Writing</li> <li>• Check for Understanding</li> <li>• Application—Pump Up Your Lesson Plans</li> <li>• Module Journal</li> </ul>

## Resources

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