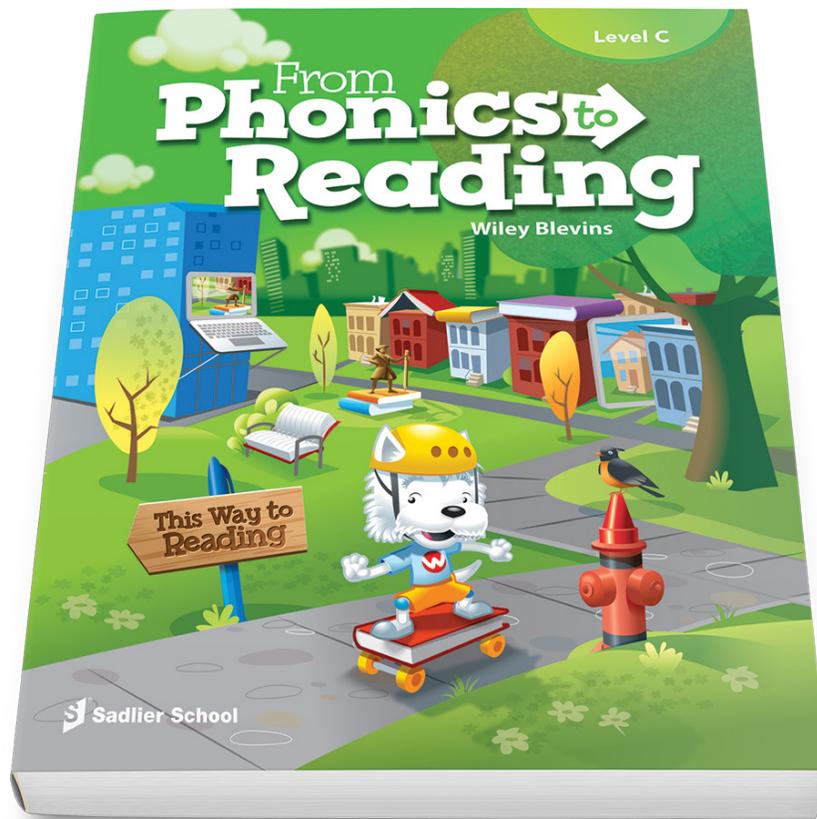


# *From Phonics to Reading*

Correlation to the Wisconsin Standards for  
English Language Arts

**Grade 3**



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<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>Introduction: Prefixes dis-, un-, pre-, re-</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 21, SE p. 173/ TE p. T214</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T213</p> <p><b>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 23, SE p. 189/ TE p. T234</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T233</p> <p><b>Introduction: Prefixes im-, in-, non-, mis-, sub-</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 197/ TE p. T244</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T243</p> <hr/> <p><b>Word Study/Morphology: Related Words: Suffixes (-er, -est, able)</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 23, SE p. 193/ TE p. T238</p> <p><b>Word Study/Morphology: Related Words: Suffixes (-er, -est, able)</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p> <p><b>Word Study/Morphology: Related Words: Prefixes and Suffixes</b>                      Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 25, SE p. 209/TE p. T258</p> <p><b>Word Study/Morphology: Related Words: Prefixes and Suffixes</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p> <p><b>Word Study/Morphology: Using Morphology: Prefixes and Roots</b>                      Student Edition &amp; Teacher’s Edition: Unit 4, Lesson 28, SE p. 235/TE p. T292</p> <p><b>Word Study/Morphology: Using Morphology: Prefixes and Roots</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 28, TE p. T291</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode words with common Latin suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly</b>                      Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 23, SE p. 189/ TE p. T242</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition: Unit 3, Lesson 23, TE p. T233</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode words with common Latin suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “Join Our Walking School Bus!”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 23, SE p. 191/TE p. T236</p> <p><b>Read Connected Text: Connected Text/Interact with the Text</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <hr/> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 23, SE p. 192/TE p. T236</p> <p><b>Word Sort: Sort It Out</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <hr/> <p><b>Word Study/Morphology: Related Words: Suffixes (-er, -est, able)</b> Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 23, SE p. 193/TE p. T238</p> <p><b>Word Study/Morphology: Related Words: Suffixes (-er, -est, able)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Closed Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 99/TE p. T120</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T119</p> <p><b>Introduction: Open Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 107/TE p. T130</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T129</p> <p><b>Introduction: Final Stable Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 115/TE p. T140</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T139</p> <p><b>Introduction: Vowel Team Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 123/TE p. T150</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T149</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction: r-Controlled Vowel Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 131/ TE p. T160</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T159</p> <p><b>Introduction: Final e Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 139/ TE p. T170</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T169</p> <hr/> <p><b>Build Fluency: Speed Drill</b></p> <p><b>Closed Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 100/ TE p. T120</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T120</p> <p><b>Open Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 108/ TE p. T130</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T130</p> <p><b>Final Stable Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 116/ TE p. T140</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T140</p> <p><b>Vowel Team Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 124/ TE p. T150</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150</p> <p><b>r-Controlled Vowel Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 132/ TE p. T160</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150</p> <p><b>Final e Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 140/ TE p. T170</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T170</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “The Monster Pumpkin”</b>                      Closed Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 101/                      TE p. T122                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T121</p> <p><b>Read Connected Text: “Coding Camp for Kids!”</b>                      Open Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 109/                      TE p. T132                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T131</p> <p><b>Read Connected Text: “Bugs for Dinner”</b>                      Final Stable Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 117/                      TE p. T142                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141</p> <p><b>Read Connected Text: “Cow? Doe? Goat? Guess!”</b>                      Vowel Team Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 125/                      TE p. T152                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T151</p> <p><b>Read Connected Text: “Dependable Dogs”</b>                      r-Controlled Vowel Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 133/                      TE p. T162                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T161</p> <p><b>Read Connected Text: “A Nice Surprise”</b>                      Final e Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 141/                      TE p. T172                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T171</p> <hr/> <p><b>Word Sort: Sort It Out</b>                      Closed Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 102/                      TE p. T121                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T121</p> <p>Open Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 110/                      TE p. T131                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T131</p> <p>Final Stable Syllables                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 118/                      TE p. T141                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Vowel Team Syllables Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 126/ TE p. T151 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T151</p> <p>r-Controlled Vowel Syllables Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 134/ TE p. T161 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T161</p> <p>Final e Syllables Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 142/ TE p. T171 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T171</p> <p><b>Decodable Text: “Rabbit Facts”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 12: Closed Syllables <b>“Rabbit Facts” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 12: Closed Syllables</p> <p><b>Decodable Text: “Our Planets Poster”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 13: Open Syllables <b>“Our Planets Poster” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 13: Open Syllables</p> <p><b>Decodable Text: “Oodles of Noodles”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 14: Final Stable Syllables <b>“Oodles of Noodles” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 14: Final Stable Syllables</p> <p><b>Decodable Text: “Noisy Monkeys”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 15: Vowel Team Syllables <b>“Noisy Monkeys” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 15: Vowel Team Syllables</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Text: “Garden Spiders”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 16: r-Controlled Vowel Syllables <b>“Garden Spiders” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 16: r-Controlled Vowel Syllables</p> <p><b>Decodable Text: “Milkshake for Breakfast”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 17: Final e Syllables <b>“Milkshake for Breakfast” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 17: Final e Syllables</p> <p><b>End-of-Book Resources: “Reading Big Words” Strategy</b> (look for familiar spelling patterns/think about the six syllable-spelling patterns) Teacher’s Edition, TE p. T318</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b><i>Irregular Plurals</i></b></p> <p><b>Introduction: Irregular Plurals</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 165/ TE p. T204 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T203</p> <p><b>Build Fluency: Speed Drill</b> Irregular Plurals Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 166/ TE p. T204 <b>Teacher Table Intervention: Introduce Speed Drill</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T204</p> <p><b>Word Sort: Sort It Out</b> Irregular Plurals Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 168/ TE p. T206 <b>Word Sort: Sort It Out: Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T205</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study/Morphology: Irregular Plurals</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 169/ TE p. T208</p> <p><b>Word Study/Morphology: Irregular Plurals</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T207</p> <hr/> <p><b>Teacher Table Intervention: Word Building</b> Irregular Plurals Teacher’s Edition, Unit 3, Lesson 20, TE p. T208</p> <hr/> <p><b>Independent/Partner Work: Word Building</b> Irregular Plurals Teacher’s Edition, Unit 3, Lesson 20, TE p. T209</p> <hr/> <p style="text-align: center;"><i>High-Frequency Words</i></p> <p><b>Teacher Table Intervention: High-Frequency Words</b> Teacher’s Edition, Unit 1, Lesson 2, TE p. T18 Teacher’s Edition, Unit 2, Lesson 17, TE p. T172 Teacher’s Edition, Unit 2, Lesson 17, TE p. T182 Teacher’s Edition, Unit 3, Lesson 20, TE p. T206 Teacher’s Edition, Unit 3, Lesson 24, TE p. T246 Teacher’s Edition, Unit 4, Lesson 27, TE p. T280 Teacher’s Edition, Unit 4, Lesson 28, TE p. T290</p> <hr/> <p><b>Irregular High-Frequency Words</b> SadlierConnect.com, Level C, Overview, High-Frequency Words</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Apply common encoding rules:</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Long u</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 6, SE p. 49/ TE p. T56</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T55</p> <p><b>Introduction: Unaccented Final Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 18, SE p. 147/ TE p. T180</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T179</p> <p><b>Introduction: Related Words</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 25, SE p. 205/TE p. T254</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T253</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Apply common encoding rules:</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Spelling</b> (study the spelling pattern/word building skill) Teacher’s Edition, Unit 1, Lesson 6, TE p. T57 Teacher’s Edition, Unit 2, Lesson 18, TE p. T181 Teacher’s Edition, Unit 3, Lesson 25, TE p. T255</p> <hr/> <p><b>Word Sort: Sort It Out: Closed Sort</b> (study spelling patterns/word building skills) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 6, SE p. 52/ TE p. T57 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T57 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 18, SE p. 150/ TE p. T181 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181 Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 25, SE p. 208/TE p. T255 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T255</p> <hr/> <p><b>Teacher Table Intervention: Think and Write/Dictation</b> (connect each sound to a spelling) Teacher’s Edition, Unit 1, Lesson 6, TE p. T58 Teacher’s Edition, Unit 2, Lesson 18, TE p. T182 Teacher’s Edition, Unit 3, Lesson 25, TE p. T256</p> <hr/> <p><b>Sound-Spelling Review</b> Teacher’s Edition, Unit 1, Lesson 6, TE p. T59 Teacher’s Edition, Unit 2, Lesson 18, TE p. T183 Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p> <hr/> <p><b>Spelling</b> (complete the Spell It activity) Teacher’s Edition, Unit 1, Lesson 6, TE p. T59 Teacher’s Edition, Unit 2, Lesson 18, TE p. T183 Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p> <hr/> <p><b>Writing Extension: Write About It/Quick Check</b> (underline words using the featured spelling pattern/rule) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 6, SE p. 55/ TE p. T62 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T61 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 18, SE p. 153/ TE p. T186 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T185</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Apply common encoding rules:</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 25, SE p. 211/ TE p. T260 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T259</p> <p><b>Spelling</b> (check students’ ability to spell words with the studied pattern or rule) Teacher’s Edition, Unit 1, Lesson 6, TE p. T63 Teacher’s Edition, Unit 2, Lesson 18, TE p. T187 Teacher’s Edition, Unit 3, Lesson 25, TE p. T261</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).</p>	<p><b>Word Study: Adding Suffixes (drop e, change y to i)</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 111/ TE p. T134 <b>Word Study: Adding Suffixes (drop e, change y to i)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T133 <b>Word Study: Adding Suffixes with Spelling Changes</b> (drop the final e) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 143/ TE p. T174 <b>Word Study: Adding Suffixes with Spelling Changes</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T173 <b>Word Study: Related Words: Suffixes (-ed, -ing)</b> (drop the final e) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 19, SE p. 161/ TE p. T198 <b>Word Study: Related Words: Suffixes (-ed, -ing)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 19, TE p. T197 <b>Word Study: Related Words: Prefixes and Suffixes</b> (drop the final e) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 25, SE p. 209/ TE p. T258 <b>Word Study: Related Words: Prefixes and Suffixes</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. g. Know when to double the final consonant when adding a suffix.  <i>continued</i></p>	<p><b>Word Study: Adding Suffixes (double final consonant)</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 103/ TE p. T124 <b>Word Study: Adding Suffixes (double final consonant)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T123  <i>continued</i></p>

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### Phonics and Word Recognition – Grade 3

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Know when to double the final consonant when adding a suffix.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study: Adding Suffixes with Spelling Changes</b> (double the final consonant) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 143/ TE p. T174</p> <p><b>Word Study: Adding Suffixes with Spelling Changes</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T173</p> <p><b>Word Study: Related Words: Suffixes (-ed, -ing)</b> (double the final consonant) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 19, SE p. 161/ TE p. T198</p> <p><b>Word Study: Related Words: Suffixes (-ed, -ing)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 19, TE p. T197</p> <p><b>Word Study: Related Words: Prefixes and Suffixes</b> (double the final consonant) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 25, SE p. 209/TE p. T258</p> <p><b>Word Study: Related Words: Prefixes and Suffixes</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p>

### Fluency – Grade 3

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Read Connected Text: “The Cooking Crew”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 9, SE p. 75/ TE p. T88</p> <p><b>Read Connected Text: “The Cooking Crew”</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T87</p> <p><b>Read Connected Text: “Attention, Superhero Fans!”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 18, SE p. 149/ TE p. T182</p> <p><b>Read Connected Text: “Attention, Superhero Fans!”</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181</p> <p><b>Read Connected Text: “The Unbelievable Woolly Bear!”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 199/ TE p. T246</p> <p><b>Read Connected Text: “The Unbelievable Woolly Bear!”</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <p style="text-align: center;"><i>continued</i></p>

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**Fluency – Grade 3**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Text: “Books and More”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Short oo, Long oo  <b>“Books and More” Lesson Plan</b>                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 1-11, Decodable Text Lesson Plan, Lesson 9: Short oo, Long oo</p> <p><b>Decodable Text: “The Dolphin Fountain”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 18: Unaccented Final Syllables  <b>“The Dolphin Fountain” Lesson Plan</b>                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 18: Unaccented Final Syllables</p> <p><b>Decodable Text: “Inventions”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub  <b>“Inventions” Lesson Plan</b>                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 19-24, Decodable Text Lesson Plan, Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p>
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Read Connected Text: “The Cooking Crew”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 9, SE p. 75/ TE p. T88  <b>Read Connected Text</b>                      (have children chorally read the passage aloud to build oral fluency)                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T87</p> <p><b>Read Connected Text: “Attention, Superhero Fans!”</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 18, SE p. 149/ TE p. T182  <b>Read Connected Text</b>                      (have children chorally read the passage aloud to build oral fluency)                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181</p> <p><b>Read Connected Text: “The Unbelievable Woolly Bear!”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 199/ TE p. T246  <b>Read Connected Text</b>                      (have children chorally read the passage aloud to build oral fluency)                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <p style="text-align: center;"><i>continued</i></p>

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**Fluency – Grade 3**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Independent Partner Work: Build Fluency</b> (reread decodable texts) Teacher’s Edition: Unit 1, Lesson 9, TE p. T87 Teacher’s Edition, Unit 2, Lesson 18, TE p. T181 Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <p><b>Home-School Connection</b> (children read stories to their families) Teacher’s Edition: Unit 1, Lesson 9, TE p. T89 Teacher’s Edition, Unit 2, Lesson 18, TE p. T184 Teacher’s Edition, Unit 3, Lesson 24, TE p. T248</p> <p><b>Teacher Table Intervention: Reread Connected Text</b> Teacher’s Edition, Unit 1, Lesson 9, TE p. T90 Teacher’s Edition, Unit 2, Lesson 18, TE p. T185 Teacher’s Edition, Unit 3, Lesson 24, TE p. T249</p> <p><b>Reread Connected Text/Write</b> Teacher’s Edition, Unit 1, Lesson 9, TE p. T91 Teacher’s Edition, Unit 2, Lesson 18, TE p. T186 Teacher’s Edition, Unit 3, Lesson 24, TE p. T250</p> <p><b>Teacher Table Intervention: Reread and Write</b> (guide students through a repeated choral reading) Teacher’s Edition, Unit 1, Lesson 9, TE p. T94 Teacher’s Edition, Unit 2, Lesson 18, TE p. T189 Teacher’s Edition, Unit 3, Lesson 24, TE p. T253</p> <p><b>Decodable Text: “Books and More”</b> Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Short oo, Long oo <b>“Books and More” Lesson Plan</b> During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 1-11, Decodable Text Lesson Plan, Lesson 9: Short oo, Long oo</p> <p><b>Decodable Text: “The Dolphin Fountain”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 18: Unaccented Final Syllables</p> <p style="text-align: center;"><i>continued</i></p>

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**Fluency – Grade 3**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>“The Dolphin Fountain” Lesson Plan</b>                      During Reading: Have children whisper-read/do a choral read.                      Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text.                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 18:                      Unaccented Final Syllables</p> <p><b>Decodable Text: “Inventions”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub</p> <p><b>“Inventions” Lesson Plan</b>                      During Reading: Have children whisper-read/do a choral read.                      Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text.                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 19-24, Decodable Text Lesson Plan, Lesson 24:                      Prefixes im-, in-, non-, mis-, sub-</p> <p><b>Student Fluency Sentences</b>                      SadlierConnect.com, Level C, Student and Family Resources, Unit 1, Unit 2, Unit 3, and Unit 4</p> <p><b>Teacher’s Guide to Fluency</b>                      Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy                      SadlierConnect.com, Level C, Differentiation Supports, Additional Routines</p>
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study/Morphology: Context Clues: General Clues</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 6, SE p. 53/ TE p. T60</p> <p><b>Word Study/Morphology: Context Clues: General Clues</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T59</p> <p><b>Word Study/Morphology: Context Clues: Definitions, Synonyms</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 119/ TE p. T144</p> <p><b>Word Study/Morphology: Context Clues: Definitions, Synonyms</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T143</p> <p style="text-align: center;"><i>continued</i></p>

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**Fluency – Grade 3**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study/Morphology: Context Clues: Antonyms, General Clues</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 127/ TE p. T154  <b>Word Study/Morphology: Context Clues: Antonyms, General Clues</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T153</p> <p><b>Read Connected Text: “Unicorns of the Sea”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 7, SE p. 59/ TE p. T68  <b>Read Connected Text: “My Diary”</b>                      (use context to confirm or self-correct word recognition)                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 7, TE p. T67</p> <p><b>Read Connected Text: “Bugs for Dinner”</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 117/ TE p. T142  <b>Read Connected Text: “Bugs for Dinner”</b>                      (use context to confirm or self-correct word recognition)                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141</p> <p><b>Read Connected Text: “It’s Show Time!”</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 30, SE p. 249/TE p. T310  <b>Read Connected Text: “It’s Show Time!”</b>                      (use context to confirm or self-correct word recognition)                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 30, TE p. T309</p> <p><b>Introduction: Short oo and Long oo</b>                      Reading in Context (context sentences)                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 9, SE p. 73/TE p. T86  <b>Introduce Sound-Spelling: Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T85</p> <p><b>Introduction: Related Words</b>                      Reading in Context (context sentences)                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 25, SE p. 205/ TE p. T254  <b>Introduce Sound-Spelling: Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T253</p> <p><b>Introduction: Compound Words</b>                      Reading in Context (context sentences)                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 28, SE p. 231/ TE p. T288</p> <p style="text-align: center;"><i>continued</i></p>

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**Fluency – Grade 3**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 28, TE p. T287</p> <hr/> <p><b>End-of-Book Resources: Types of Context Clues</b> Teacher’s Edition, TE p. T319</p>