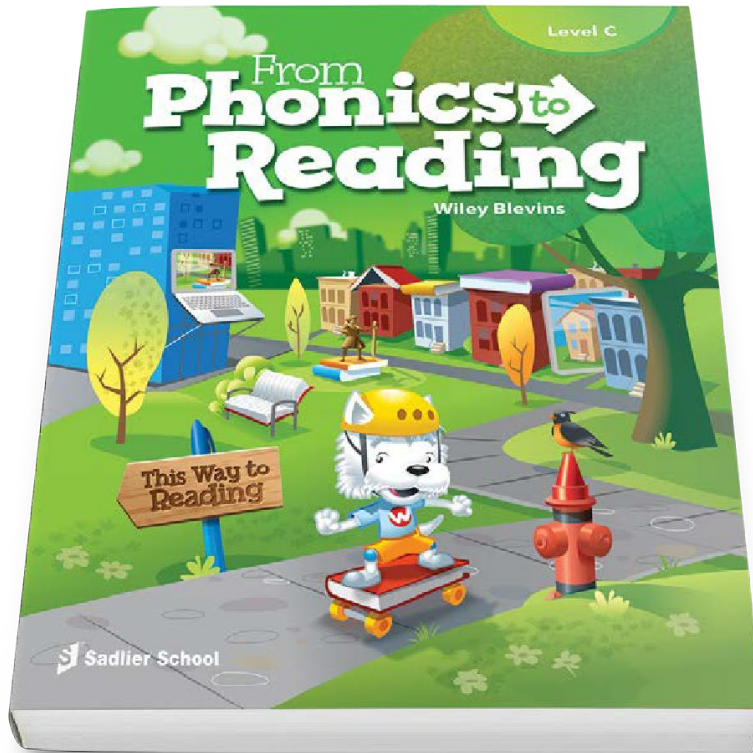


# From Phonics to Reading

Correlation to the Arkansas English Language Arts Standards - 2023

**Grade 3**



### Reading Standards: Foundational Skills

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## Key Aligned Content

### ENGLISH LANGUAGE ARTS STANDARDS: FOUNDATIONAL READING

Grade 3 ELA Standards

*From Phonics to Reading, Level C*

#### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

**3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).

STUDENT EDITION/TEACHER'S EDITION

**Introduction**

Learn and Blend/Blend It/Daily Practice

- Lesson 15: Vowel Team Syllables
  - Unit 2, Lesson 15, SE p. 123/TE pp. T149–T150

**Build Fluency**

Speed Drill

- Unit 2, Lesson 15, SE p. 124/TE p. T150

**Read Connected Text**

Connected Text

- Lesson 15: Vowel Team Syllables  
“Cow? Doe? Goat? Guess!”
  - Unit 2, Lesson 15, SE p. 125/TE pp. T151–T152

**Word Sort**

Sort It Out

- Unit 2, Lesson 15, SE p. 126/TE pp. T149, T151–T152

**Cumulative Assessment**

Fluency Check

- Unit 2, Lesson 15, SE p. 130/TE pp. T157–T158

TEACHER'S EDITION

**Introduce Sound-Spelling**

Learn and Blend/Blend It/Corrective Feedback

- Lesson 15: Vowel Team Syllables

Unit 2, Lesson 15, TE p. T149

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

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Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

- Lesson 15: Vowel Team Syllables

“Noisy Monkeys”

- Lesson 15, p. 31

**Partner Reading**

	<p>Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 9 <i>Vowel Team Syllables; r-Controlled Vowel Syllables</i> “A Robot Empire”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, p. 81</li> </ul> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p><b>Decodable Library</b> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SYLLABLE TYPES/VOWEL TEAM SYLLABLES</p> <ul style="list-style-type: none"> <li>Level C</li> </ul> <p>“Cow? Doe? Goat? Guess!”</p> <p>Interact with the Text and Lesson Plan</p>
<p><b>3.FR.2.PD:</b> Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 2: Long a (eigh)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE p. 17/TE pp. T15–T16</li> </ul> <p>Lesson 5: Long i (igh)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE p. 41/TE pp. T45–T46</li> </ul> <p>Lesson 11: Complex Vowel /ô/ (ough, augh)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 11, SE p. 89/TE pp. T105–T106</li> </ul> <p><b>Build Fluency</b></p> <p>Speed Drill</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE p. 18/TE p. T16</li> <li>Unit 1, Lesson 5, SE p. 42/TE p. T46</li> <li>Unit 1, Lesson 11, SE p. 90/TE p. T106</li> </ul> <p><b>Read Connected Text</b></p> <p>Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Lesson 2: Long a (eigh) “State Fair”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE p. 19/TE pp. T17–T18</li> </ul> <p>Lesson 5: Long i (igh) “My Diary”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE p. 43/TE pp. T47–T48 Lesson 11: Complex Vowel /ô/ (ough, augh) “Animals on the Go”</li> <li>Unit 3, Lesson 11, SE p. 119/TE pp. 119–120</li> </ul> <p><b>Word Sort</b></p> <p>Sort It Out</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE p. 20/TE pp. T15, T17–T18</li> <li>Unit 1, Lesson 5, SE p. 44/TE pp. T45, T47–T48</li> <li>Unit 1, Lesson 11, SE p. 92/TE pp. T105, T107–T108</li> </ul> <p><b>Cumulative Assessment</b></p> <p>Fluency Check</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE p. 24/TE pp. T23–T24</li> <li>Unit 1, Lesson 5, SE p. 48/TE pp. T53–T54</li> <li>Unit 1, Lesson 11, SE p. 96/TE pp. T113–T114</li> </ul> <p><u>TEACHER’S EDITION</u></p> <p><b>Introduce Sound-Spelling</b></p>

Learn and Blend/Blend It/Corrective Feedback

Lesson 2: Long a (eigh)

- Unit 1, Lesson 2, TE p. T15

Lesson 5: Long i (igh)

- Unit 1, Lesson 5, TE p. T45

Lesson 11: Complex Vowel /ô/ (ough, augh)

Unit 1, Lesson 11, TE p. T105

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

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Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 2: Long a (eigh)

“Dragon Boats”

- Lesson 2, p. 5

Lesson 5: Long i (igh)

“Deep Thoughts”

- Lesson 5, p. 11

Lesson 11: Complex Vowel /ô/ (ough, augh)

“Books and More”

- Lesson 9, p. 19

**Partner Reading**

Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 1

*Short Vowels; Long a*

“A Bell for the Cat”

- Fluency Booster Practice Book, p. 67

Partner Reading 3

*Long i; Long u*

“A Huge Hike”

- Fluency Booster Practice Book, p. 71

Partner Reading 6

*Complex Vowel /ô/; Closed Syllables*

“Paul’s Mitten”

Fluency Booster Practice Book, p. 77

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

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LONG VOWELS/LONG A

- Level C (a, ai, ay, a\_e, ea, ei, eigh)

“Dragon Boats”

Decodable Passage and Lesson Plan

LONG VOWELS/LONG I

- Level C (i, i\_e, igh, y, ie)

“My Diary”

Interact with the Text and Lesson Plan

COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ō

- Level C

“The Dog Walker”

Interact with the Text and Lesson Plan

STUDENT EDITION/TEACHER’S EDITION

### **Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 12: Closed Syllables

- Unit 2, Lesson 12, SE p. 99/TE pp. T119–T120

### **Build Fluency**

Speed Drill

- Unit 2, Lesson 12, SE p. 100/TE p. T120

### **Read Connected Text**

Connected Text

Lesson 12: Closed Syllables

“The Monster Pumpkin”

- Unit 2, Lesson 12, SE p. 101/TE pp. T121–T122

### **Word Sort**

Sort It Out

- Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121–T122

### **Cumulative Assessment**

Fluency Check

Unit 2, Lesson 12, SE p. 106/TE pp. T127–T128

FLUENCY BOOSTER PRACTICE BOOK

### **Lessons 1–30**

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Lesson 12: Closed Syllables

“Our Planets Poster”

- Lesson 13, p. 27

### **Partner Reading**

Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 6

Complex Vowel /ō/; Closed Syllables

“Paul’s Mitten”

- Fluency Booster Practice Book, p. 71

INTERACTIVE PRACTICE BUNDLE\*

### **Decodable Library**

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questions that help direct children to read with purpose and demonstrate understanding.

SYLLABLE TYPES/CLOSED SYLLABLES

- Level C

“Rabbit Facts”

Decodable Passage and Lesson Plan

STUDENT EDITION/TEACHER’S EDITION

### **Introduction**

Learn and Blend/Blend It/Daily Practice

Lesson 17: Final e Syllables

- Unit 2, Lesson 17, SE p. 139/TE pp. T169–T170

### **Build Fluency**

Speed Drill

- Unit 2, Lesson 17, SE p. 140/TE p. T170

### **Read Connected Text**

Connected Text

Lesson 17: Final e Syllables

“A Nice Surprise”

- Unit 2, Lesson 17, SE p. 141/TE pp. T171–T172

### **Word Sort**

Sort It Out

Unit 2, Lesson 17, SE p. 142/TE pp. T169, T171–T172

### **Cumulative Assessment**

Fluency Check

- Unit 2, Lesson 17, SE p. 146/TE pp. T177–T178

TEACHER’S EDITION

### **Introduce Sound-Spelling**

Learn and Blend/Blend It/Corrective Feedback

Lesson 17: Final e Syllables

- Unit 2, Lesson 17, TE p. T169

FLUENCY BOOSTER PRACTICE BOOK

### **Lessons 1–30**

Decodable Text

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Lesson 17: Final e Syllables

“Milkshake for Breakfast”

- Lesson 17, p. 35

### **Partner Reading**

Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 9

*Final e Syllables; Unaccented Final Syllables*

“Muffins to Make”

Fluency Booster Practice Book, p. 83

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

	<p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p style="text-align: center;">SYLLABLE TYPES/FINAL E SYLLABLES</p> <ul style="list-style-type: none"> <li>Level C</li> </ul> <p>“Milkshake for Breakfast” Decodable Passage and Lesson Plan</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It/Daily Practice Lesson 28: Compound Words</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288</li> </ul> <p><b>Build Fluency</b> Speed Drill</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 28, SE p. 232/TE p. T288</li> </ul> <p><b>Read Connected Text</b> Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Lesson 28: Compound Words “Insect Hunt Highlights”</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 28, SE p. 233/TE pp. T289–T290</li> </ul> <p><b>Word Sort</b> Sort It Out Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289–T290</p>
<p><b>3.FR.3.PD:</b> Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.</p> <p><b>Teacher Note:</b></p> <ul style="list-style-type: none"> <li>Prefixes are before the base, and suffixes are after the base.</li> <li>Prefixes and suffixes are added to a base word to change or alter the meaning.</li> <li>An inflectional suffix changes the number or tense of a base word.</li> <li>A derivational suffix changes a word to a different part of speech, (e.g. friend [noun] to friendly [adjective] or instruct [verb] to instruction [noun])</li> </ul>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It</p> <p>Lesson 21: Prefixes dis-, un-, pre-, re-</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 21, SE p. 173/TE p. T214</li> </ul> <p>Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 24, SE p. 197/TE p. T244</li> </ul> <p>Lesson 25: Related Words (prefixes, suffixes)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 25, SE p. 205/TE pp. T253–T254</li> </ul> <p><b>Build Fluency</b> Speed Drill Students underline the prefix of each word.</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 21, SE p. 174/TE p. T214</li> <li>Unit 3, Lesson 24, SE p. 198/TE p. T244</li> <li>Unit 3, Lesson 25, SE p. 206/TE p. T254</li> </ul> <p><b>Read Connected Text</b> Connected Text/Interact with the Text Lesson</p> <p>21: Prefixes dis-, un-, pre-, re- “Packing for a Trip”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216</li> </ul> <p>Lesson 24: Prefixes im-, in-, non-, mis-, sub- “The Unbelievable Woolly Bear!”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246</li> </ul> <p>Lesson 25: Related Words (prefixes, suffixes) “Friendly or Unfriendly?”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 25, SE p. 207/TE pp. T255–T256</li> </ul> <p><b>Word Sort</b> Sort It Out</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 21, SE p. 176/TE pp. T213, T215–T216</li> <li>Unit 3, Lesson 24, SE p. 200/TE pp. T243, T245–T246</li> </ul> <p>Unit 3, Lesson 25, SE p. 208/TE pp. T253, T255–T256</p>

### *Word Study/Morphology*

#### Define It/Practice It/Try It

##### Using Morphology: Prefixes and Base Words

- Unit 3, Lesson 21, SE p. 177/TE pp. T217–T218

##### Using Morphology: Prefixes, Suffixes, and Base Words

- Unit 3, Lesson 24, SE p. 201/TE pp. T247–T248

##### Using Morphology: Related Words: Prefixes and Suffixes

- Unit 3, Lesson 25, SE p. 209/TE pp. T257–T258

### *Cumulative Assessment*

#### Fluency Check

- Unit 3, Lesson 21, SE p. 180/TE pp. T221–T222
- Unit 3, Lesson 24, SE p. 204/TE pp. T251–T252
- Unit 3, Lesson 25, SE p. 212/TE pp. T261–T262

#### TEACHER'S EDITION

### *Teacher Table: Intervention*

#### Reread Connected Text

- Unit 3, Lesson 21, TE p. T218
- Unit 3, Lesson 24, TE p. T248
- Unit 3, Lesson 25, TE p. T258

#### FLUENCY BOOSTER PRACTICE BOOK

### *Lessons 1–30*

#### Decodable Text

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##### Lesson 21: Prefixes dis-, un-, pre-, re-

###### "Crow and the Pitcher"

- Lesson 21, p. 43

##### Lesson 24: Prefixes im-, in-, non-, mis-, sub-

###### "Inventions"

- Lesson 24, p. 49

##### Lesson 25: Related Words (prefixes, suffixes)

###### "The Time Capsule"

Lesson 25, p. 51

### *Partner Reading*

#### Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

##### Partner Reading 11

###### *Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)*

###### "Trucks, Trucks, Trucks"

- Fluency Booster Practice Book, p. 87

##### Partner Reading 12

###### *Suffixes (-able, -ful, -less, -ness, -y, -ly); Prefixes (im-, in-, non-, mis-, sub-)*

###### "Life on Mars"

- Fluency Booster Practice Book, p. 89

#### INTERACTIVE PRACTICE BUNDLE\*

### *Decodable Library*

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to



directions, interact with the text, and practice targeted phonics skills and high-frequency words.

WORD STUDY SKILLS/PREFIXES

- Level C (dis-, un-, pre-, re-)

“Packing for a Trip”

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/PREFIXES

- Level C (im-, in-, non-)

“The Unbelievable Woolly Bear!”

Interact with the Text and Lesson Plan

STUDENT EDITION/TEACHER’S EDITION

**Introduction**

Learn and Blend/Blend It

Lesson 19: Inflectional Endings with Spelling Changes

- Unit 3, Lesson 19, SE p. 157/TE pp. T193–T194

Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly

- Unit 3, Lesson 23, SE p. 189/TE pp. T233–T234

Lesson 25: Related Words (prefixes, suffixes)

- Unit 3, Lesson 25, SE p. 205/TE pp. T253–T254

**Build Fluency**

Speed Drill

- Unit 3, Lesson 19, SE p. 158/TE p. T194

- Unit 3, Lesson 23, SE p. 190/TE p. T234

Unit 3, Lesson 25, SE p. 206/TE p. T254

**Read Connected Text**

Connected Text/Interact with the Text

Lesson 19: Inflectional Endings with Spelling Change

“A Wild Ride”

- Unit 3, Lesson 19, SE p. 159/TE pp. T195–T196

Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly

“Join Our Walking School Bus!”

- Unit 3, Lesson 23, SE p. 191/TE pp. T235–T236

Lesson 25: Related Words (prefixes, suffixes)

“Friendly or Unfriendly?”

- Unit 3, Lesson 25, SE p. 207/TE pp. T255–T256

**Word Sort**

Sort It Out

Students sort words according to spelling change or suffix.

- Unit 3, Lesson 19, SE p. 160/TE pp. T193, T195–T196

- Unit 3, Lesson 23, SE p. 192/TE pp. T233, T235–T236

- Unit 3, Lesson 25, SE p. 208/TE pp. T253, T255–T256

**Word Study/Morphology**

Define It/Practice It/Try It

Related Words: Suffixes (-ed, -ing)

- Unit 3, Lesson 19, SE p. 161/TE pp. T197–T198

Related Words: Suffixes (-er, -est, -able)

- Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238

Using Morphology: Related Words: Prefixes and Suffixes

- Unit 3, Lesson 25, SE p. 209/TE pp. T257–T258

**Cumulative Assessment**

Fluency Check

- Unit 3, Lesson 19, SE p. 164/TE pp. T201–T202

- Unit 3, Lesson 23, SE p. 196/TE pp. T241–T242

- Unit 3, Lesson 25, SE p. 212/TE pp. T261–T262

TEACHER’S EDITION

**Introduce Sound-Spelling**

Learn and Blend/Blend It/Corrective Feedback

Lesson 19: Inflectional Endings with Spelling Changes

- Unit 3, Lesson 19, TE p. T193
- Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly
- Unit 3, Lesson 23, TE p. T233
- Lesson 25: Related Words (prefixes, suffixes)
- Unit 3, Lesson 25, TE p. T253

**Teacher Table: Intervention**

Reread Connected Text

- Unit 3, Lesson 19, TE p. T198
- Unit 3, Lesson 23, TE p. T238

Unit 3, Lesson 24, TE p. T248

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

Decodable Text

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Lesson 19: Inflectional Endings with Spelling Change

“Game Day”

- Lesson 19, p. 39

Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly

“The International Space Station”

- Lesson 23, p. 48

Lesson 25: Related Words (prefixes, suffixes)

“The Time Capsule”

- Lesson 25, p. 51

**Partner Reading**

Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 11

*Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)*

“Trucks, Trucks, Trucks”

- Fluency Booster Practice Book, p. 87

Partner Reading 12

*Suffixes (-able, -ful, -less, -ness, -y, -ly); Prefixes (im-, in-, non-, mis-, sub-)*

“Life on Mars”

Fluency Booster Practice Book, p. 89

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

WORD STUDY SKILLS/INFLECTIONAL ENDINGS

- Level C

# “A Wild Ride”

Interact with the Text and Lesson Plan

WORD STUDY SKILLS/SUFFIXES

- Level C (-ful, -less, -y, -u)

“Join Our Walking School Bus!”

Interact with the Text and Lesson Plan

**READING STANDARDS: FOUNDATIONAL SKILLS**

Grade 3 ELA Standards

*From Phonics to Reading, Level C*

**Phonics Encoding (Word Writing)**

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

**3.FR.4.PE:** Encode two-syllable words with double-letter endings (e.g., virus vs. confess).

**Teacher Note:**

- Background knowledge:
  - FLOSS Rule: If a single syllable word ends in a short vowel sound followed by the sounds /f/, /l/, /s/, or /z/, the final letter is doubled.
  - In a multi-syllable word, the FLOSS rule is extended to include a stressed syllable<sup>1</sup> element.
    - For multi-syllable word: If the final syllable of a multi-syllable word has a short vowel sound, one final consonant sound, and the syllable is accented, then the final letter is doubled.
    - Examples: virus vs. confess
      - The FLOSS rule only applies to a second syllable when it is stressed such as in the word confess. In the word confess, the second syllable is stressed and the s is doubled; whereas, in the word virus, the first syllable is stressed so the final s is not doubled.

STUDENT EDITION/TEACHER'S EDITION

**Word Study**

- Unit 2, Lesson 12, SE p. 103/TE pp. T123–T124

**3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge, clutch, couch, starch, pinch, screech).

**Teacher Note:**

- When /j/ immediately follows a short vowel, it is spelled -dge as in bridge and fudge. All other spellings are -ge as in page and huge.

STUDENT EDITION/TEACHER'S EDITION

**Word Study**

- Unit 1, Lesson 10, SE p. 85/TE pp. T99–T100

**Word Sort**

Sort It Out

- Unit 1, Lesson 11, SE p. 92/TE pp. T105, T107, T108,

**Teacher Table: Intervention**

Think and Write/Dictation

<ul style="list-style-type: none"> <li>When a <i>short</i> vowel immediately comes before /ch/, we spell the word/syllable using -tch (e.g., stitch, snitch, stretch, kitchen). Otherwise, it is spelled -ch.             <ul style="list-style-type: none"> <li>Common exceptions include rich, which, much, and such.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Lesson 11, TE p. T108</li> </ul> <p>See also, Level B, Unit 2, Lesson 6 and Unit 2, Lesson 8.</p>
<p><b>3.FR.6.PE:</b> Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Word Sort</b> Sort It Out</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE p. 20 /TE pp. T15, T17, T18,</li> <li>Unit 1, Lesson 3, SE p. 28/TE pp. T25, T27, T28</li> <li>Unit 1, Lesson 4, SE p. 36/TE pp. T35, T37, T38</li> <li>Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289–T290</li> </ul> <p><b>Teacher Table: Intervention</b> Think and Write/Dictation</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. T18</li> <li>Unit 4, Lesson 28, TE p. T290</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE p. 29/TE pp. T29–T124</li> </ul> <p>See also, Level B, Unit 3, Lesson 13 and Unit 5, Lesson 28.</p>
<p><b>3.FR.7.PE:</b> Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b> Daily Practice</p> <p>Spell It <i>Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 7: r-Controlled Vowels /är/, /ôr/  <ul style="list-style-type: none"> <li>Unit 1, Lesson 7, SE p. 57/TE pp. T65–T66</li> </ul>         Lesson 8: r-Controlled Vowel /ür/  <ul style="list-style-type: none"> <li>Unit 1, Lesson 8, SE p. 65/TE pp. T75–T76</li> </ul> <p><b>Writing Extension</b> Write About It</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 7, SE p. 63/TE p. T72</li> <li>Unit 1, Lesson 8, SE p. 71/TE p. T82</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Spelling</b></p> <p>Unit 2, Lesson 12, TE pp. T149, T151, T153, T155, T157</p> <p><b>Teacher Table: Intervention</b> Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 12, TE p. T152</li> </ul> <p>Word Building</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 12, TE p. T154</li> </ul> <p>What's My Word?</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 12, TE p. T156</li> </ul> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><b>Lessons 1–30</b> Decodable Text A Writinig: Write About It activity follows each reading selection. Students use words with the recently studied spelling pattern when writing a response to the text.</p> <p>Lesson 7: r-Controlled Vowels /är/, /ôr/ "Sharks"</p> </p>

	<ul style="list-style-type: none"> <li>• Write About It, p. 16</li> </ul> <p>Lesson 8: r-Controlled Vowel /ûr/ “Proverbs”</p> <ul style="list-style-type: none"> <li>• Write About It, p. 18</li> </ul> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Professional Development</b> Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p><b>Units 1–6</b> Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p>
<p><b>3.FR.8.PE:</b> Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b> Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 21: Prefixes dis-, un-, pre-, re- • Unit 3, Lesson 21, SE p. 173/TE pp. T213–T214</p> <p>Lesson 24: Prefixes im-, in-, non-, mis-, sub- • Unit 3, Lesson 24, SE p. 197/TE pp. T243–T244</p> <p>Lesson 25: Related Words (prefixes, suffixes) • Unit 3, Lesson 25, SE p. 205/TE pp. T253–T254</p> <p><u>TEACHER’S EDITION</u></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 21, TE pp. T213, T215, T217, T219, T221</li> <li>• Unit 3, Lesson 24, TE pp. T243, T245, T247, T249, T251</li> <li>• Unit 3, Lesson 25, TE pp. T253, T255, T257, T259, T261</li> </ul> <p><b>Teacher Table: Intervention</b> Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 21, TE p. T216</li> <li>• Unit 3, Lesson 24, TE p. T246</li> <li>• Unit 3, Lesson 25, TE p. T256</li> </ul> <p>Word Building</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 21, TE p. T218</li> <li>• Unit 3, Lesson 24, TE p. T248</li> <li>• Unit 3, Lesson 25, TE p. T258</li> </ul> <p>What’s My Word?</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 21, TE p. T220</li> <li>• Unit 3, Lesson 24, TE p. T250</li> <li>• Unit 3, Lesson 25, TE p. T260</li> </ul> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Professional Development</b> Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p><b>Units 1–6</b> Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p>

STUDENT EDITION/TEACHER'S EDITION

**Introduction**

Daily Practice

Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.

Lesson 19: Inflectional Endings with Spelling Changes

- Unit 3, Lesson 19, SE p. 157/TE pp. T193–T194

Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly

- Unit 3, Lesson 23, SE p. 189/TE pp. T233–T234

Lesson 25: Related Words (prefixes, suffixes)

- Unit 3, Lesson 25, SE p. 205/TE pp. T253–T254

TEACHER'S EDITION

**Spelling**

- Unit 3, Lesson 19, TE pp. T193, T195, T197, T199, T201
- Unit 3, Lesson 23, TE pp. T233, T235, T237, T239, T241
- Unit 3, Lesson 25, TE pp. T253, T255, T257, T259, T261

**Teacher Table: Intervention**

Think and Write/Dictation

Guide students to connect each sound to a spelling.

- Unit 3, Lesson 19, TE p. T196
- Unit 3, Lesson 23, TE p. T236
- Unit 3, Lesson 25, TE p. T256

Word Building

- Unit 3, Lesson 19, TE p. T198
- Unit 3, Lesson 23, TE p. T238
- Unit 3, Lesson 25, TE p. T258

What's My Word?

- Unit 3, Lesson 19, TE p. T200
- Unit 3, Lesson 23, TE p. T240
- Unit 3, Lesson 25, TE p. T260

TE DIGITAL RESOURCES\*

**Professional Development**

Instructional Guides

Spelling Instructional Guide

INTERACTIVE PRACTICE BUNDLE\*

**Units 1–6**

Lessons 1–30

Interactive Practice Activities

These assignable interactive activities bring playfulness to practice spelling routines.

Sound It, Spell It

**Handwriting**

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

**3.FR.9.H:** Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.

Write Legibly in Cursive

TE DIGITAL RESOURCES\*

**Differentiation Supports**

Additional Routines Letter

Formation Cards Letter

Formation Chart

Letter Formation Instruction

- Pencil Grip, p. 1

	<ul style="list-style-type: none"> <li>• Posture, p. 2</li> <li>• Spacing, p. 3</li> <li>• Strokes, p. 3</li> <li>• General Tips, p. 4</li> <li>• Letter Formation Guide, pp. 5–8</li> </ul> <p>Letter Formation Practice</p> <p>Letter Formation Cards (cursive)</p> <p>Students routinely provide handwritten answers in activities throughout the program. Key lesson activities in the Student Edition feature exercises that elicit single-word or -phrase responses. These include Word Sort, Word Study, and High-Frequency Syllables.</p> <p>Longer, more thoughtful writing is warranted for Daily Practice: Write About It; the open-ended, end-of-activity Word Sort question; and the end-of-lesson Writing Extension: Write About It assignment. Additional writing activities are suggested in the Teacher’s Edition and Decodable Text lesson plans.</p>
<p><b>3.FR.10.H:</b> Produce cursive writing with accuracy and automaticity.</p>	<p>Write Accurately and Automatically in Cursive</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b></p> <p>Daily Practice</p> <p>Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 2: Long a</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE p. 17/TE pp. T15–T16</li> </ul> <p>Lesson 17: Final e Syllables</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 17, SE p. 139/TE pp. T169–T170</li> </ul> <p>Lesson 28: Compound Words</p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288</li> </ul> <p><b>Word Sort</b></p> <p>Sort It Out</p> <p><i>For example:</i></p> <p>Directions <i>Read each word. Then sort the words. Write each word in the correct box. What did you learn about how words work? (SE p. 234/TE p. T290)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE p. 20/TE pp. T15, T17–T18</li> <li>• Unit 2, Lesson 17, SE p. 142/TE pp. T169, T171–T172</li> <li>• Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289–T290</li> </ul> <p><b>Word Study</b></p> <p><i>For example:</i></p> <p>Practice It <i>Read each sentence. Use the meaning of any prefix or root in the underlined word to determine its meaning. Use a dictionary if you need to. Then write the meaning of the word. (SE p. 235/TE p. T292)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE p. 21/TE pp. T19–T20</li> <li>• Unit 2, Lesson 17, SE p. 143/TE pp. T173–T174</li> <li>• Unit 4, Lesson 28, SE p. 235/TE pp. T291–T292</li> </ul> <p><b>High-Frequency Syllables</b></p> <p><i>For example:</i></p> <p>Explain It <i>Choose four words from above whose meanings you do not know. Or choose words that you would like to know more about. Write each word, its definition, a synonym, and a sample sentence. (SE p. 236/TE p. T294)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE p. 22/TE p. T22</li> <li>• Unit 2, Lesson 17, SE p. 144/TE p. T176</li> <li>• Unit 4, Lesson 28, SE p. 236/TE p. T294</li> </ul> <p><b>Writing Extension</b></p> <p>Write About It</p> <p><i>For example:</i></p> <p>Read “A Nice Surprise” again. Write to explain how you can use Sally Primrose’s advice in your own writing. (SE p. 145/TE p. T176)</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE p. 23/TE p. T22</li> <li>• Unit 2, Lesson 17, SE p. 145/TE p. T176</li> <li>• Unit 4, Lesson 28, SE p. 237/TE p. T294</li> </ul> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p>

*Lessons 1–30*

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and **writing a response to text**.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 12: Closed Syllables

“Rabbit Facts”

- Comprehension and Vocabulary/Writing: Write About It, p. 26

Lesson 17: Final e Syllables

“Milkshake for Breakfast”

- Comprehension and Vocabulary/Writing: Write About It, p. 36

Lesson 28: Compound Words

“Birdwatching”

- Comprehension and Vocabulary/Writing: Write About It, p. 58

**Fluency**

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

**3.FR.11.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

STUDENT EDITION/TEACHER’S EDITION

**Introduction**

Daily Practice Build

Fluency

Read the lesson words each day by yourself and to a partner.

- Unit 1, Lesson 2, SE p. 17/TE p. T16
- Unit 1, Lesson 11, SE p. 89/TE p. T106
- Unit 4, Lesson 27, SE p. 223/TE p. T278

**Build Fluency**

Speed Drill

Students practice reading words with the lesson pattern or skill on their own.

Partners take turns timing each other reading the words for one minute.

They keep practicing to improve their speed.

- Unit 1, Lesson 2, SE p. 18/TE p. T16
- Unit 1, Lesson 11, SE p. 90/TE p. T106
- Unit 4, Lesson 27, SE p. 224/TE p. T278

**Read Connected Text**

Connected Text

Have students chorally read the passage aloud to build oral reading fluency.

Unit 1, Lesson 5: Long i

“My Diary”

- Unit 1, Lesson 5, SE p. 43/TE p. T48

Unit 3, Lesson 19: Inflectional Endings with Spelling Changes

“A Wild Ride”

- Unit 3, Lesson 19, SE p. 159/TE p. T196

Unit 4, Lesson 30: Contractions

“It’s Show Time!”

- Unit 4, Lesson 30, SE p. 249/TE p. T310

**Cumulative Assessment**



**Fluency Check**

Listen to the student read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

- Unit 1, Lesson 2, SE p. 24/TE p. T24
- Unit 1, Lesson 11, SE p. 96/TE p. T124
- Unit 4, Lesson 27, SE p. 230/TE p. T286

TEACHER'S EDITION

***Independent/Partner Work***

**Build Fluency**

Have students reread the decodable passages from previous weeks to build skill mastery.

- Unit 1, Lesson 5, TE p. T47
- Unit 3, Lesson 19, TE p. T195
- Unit 4, Lesson 30, TE p. T309

***Home-School Connection***

Have students take home the decodable passage to read with their families.

- Unit 1, Lesson 5, TE p. T49
- Unit 3, Lesson 19, TE p. T197
- Unit 4, Lesson 30, TE p. T311

***Teacher Table: Intervention***

**Reread Connected Text**

Guide students through a repeated reading of the Connected Text. Have students read to a partner. Provide corrective feedback. Then do a choral reading of the passage.

- Unit 1, Lesson 5, TE p. T50
- Unit 3, Lesson 19, TE p. T198
- Unit 4, Lesson 30, TE p. T312

**Reread and Write**

Guide students through a repeated choral reading of the lesson Connected Text.

- Unit 1, Lesson 5, TE p. T54
- Unit 3, Lesson 19, TE p. T202
- Unit 4, Lesson 30, TE p. T316

TE DIGITAL RESOURCES\*

***Assessment***

**Assessment Overview**

- Formative Assessments
  - Fluency Assessment Guidance, p. 3

**Formative**

- Formative Assessments
- Fluency Assessment Guidance

***Differentiation Supports***

**Additional Routines**

- Fluency Routines and Minilessons, Level C
- Lesson 2: Introduce the Repeated Reading Fluency Routine
- Lesson 3: Model Fluency: Intonation
- Lesson 4: Echo Read and Choral Read
- Lesson 11: Reader's Theater
- Lesson 13: Audiobook Modeling
- Lesson 15: Repeated Readings Chart
- Lesson 17: Oral Reading Model
- Lesson 20: Repeated Readings Chart
- Lesson 29: Phrase-Cued Text

***Units 1–6***

**Student and Family Resources**

**Student Fluency Sentences**

Frequent, repeated readings of words with previously taught skills accelerate children's phonics mastery. The practice page includes five sentences for each lesson in the Unit.

Lessons 1–30: Instructional Resources

Decodable Passage Lesson Plan (for Student Edition Connected Text)  
Before Reading

*English-Learner Supports*

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

*Technique*

Have children whisper-read the book and then do a choral read.

After Reading

*Fluency Plan*

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Unit 1, Lesson 5: Long i

“My Diary” Lesson Plan

Unit 3, Lesson 19: Inflectional Endings with Spelling Changes

“A Wild Ride” Lesson Plan

Unit 4, Lesson 30: Contractions

“It’s Show Time!” Lesson Plan

FLUENCY BOOSTER PRACTICE BOOK

**Lessons 1–30**

**Decodable Text**

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Lesson 5: Long i

“Tiger”

- Decodable Text, p. 11
- Comprehension and Vocabulary/Writing: Write About It, p. 12

Lesson 19: Inflectional Endings with Spelling Changes

“Game Day”

- Decodable Text, p. 39
- Comprehension and Vocabulary/Writing: Write About It, p. 40

Lesson 30: Contractions

“Sun and Wind”

- Decodable Text, p. 61
- Comprehension and Vocabulary/Writing: Write About It, p. 62

**Fluency Practice**

Fluency Practice 1–Fluency Practice 4

Fluency Practice sentences help accelerate students’ phonics mastery and fluency development with repeated practice of cumulative unit-level skills. These activities include both independent and partner readings of sentences including words of previously taught phonics skills. Self-Progress Checks record up to five readings to help students monitor their fluency progress.

- Fluency Booster Practice Book, pp. 63–66

**Partner Reading**

Partner Reading

Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 3

*Long i; Long u*

“A Huge Hike”

- Fluency Booster Practice Book, p. 71

Partner Reading 9

*Inflectional Endings with Spelling Changes; Irregular Plurals*

“Name That Group”

- Fluency Booster Practice Book, p. 85

Partner Reading 15

*Abbreviations; Contractions*

“Abbreviation Bingo”

- Fluency Booster Practice Book, p. 95

**Partner Reading**

Partner Reading Instructional Resources

Teacher’s Guide to Fluency Practice Book

- What Is Fluency?
- How Do We Teach Fluency?

Teacher’s Guide to Partner Reading Texts

Using the Partner Reading Texts and Reading Records Reading Text Directions *Have students practice reading the Partner Reading text on their own before reading the text to a partner. Each Partner Reading text contains a cumulative word count for each line of text.*

Reading Record and Partner Feedback

Directions *Have students read the text three times to a partner while the partner offers feedback. The partner will complete the text’s Reading Record and Partner Feedback form\* after each read. You may want to provide the option for students to select a reading partner. Prior to the activity, model for students how to look (look at their partner), lean (lean toward their partner), and whisper (using their 12-inch inside voice). Then, ask the partners to switch roles.*

Fluency Routines and Minilessons

- Lesson 1: Model Fluency (general introduction)
- Lesson 3: Model Fluency: Intonation
- Lesson 4: Echo Read and Choral Read
- Lesson 11: Reader’s Theater
- Lesson 13: Audiobook Modeling
- Lesson 16: Model Fluency: Phrasing (using subjects/predicates)
- Lesson 17: Oral Reading Model
- Lesson 22: Model Fluency: Phrasing (using prepositions)
- Lesson 29: Phrase-Cued Text

FLUENCY BOOSTER TEACHER’S COMPONENT\*

**Lessons 1–30**

Decodable Text Lesson Plan

Before Reading

*English-Learner Supports*

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

*Technique*

Have children whisper-read the book and then do a choral read.

After Reading

*Fluency Plan*

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Lesson 5: Long i

“Tiger” Lesson Plan

Lesson 19: Inflectional Endings with Spelling Changes

“Game Day” Lesson Plan

Lesson 30: Contractions

“Sun and Wind” Lesson Plan

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.

COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ô

- Level C

“The Dog Walker”

Interact with the Text and Lesson Plan

COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO

- Level C

“The Cooking Crew”

Interact with the Text and Lesson Plan

SHORT VOWELS/SHORT VOWEL REVIEW

- Level C

“Back to School”

Decodable Passage and Lesson Plan

