

From Phonics to Reading

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 3



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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A. Identify and know the meaning of the most common prefixes and derivational suffixes.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Prefixes dis-, un-, pre-, re-

- Unit 3, Lesson 21, SE p. 173/TE p. T214

Suffixes -able, -ful, -less, -ness, -y, -ly

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

Prefixes im-, in-, non-, mis-, sub-

- Unit 3, Lesson 24, SE p. 197/TE p. T244

Build Fluency

Speed Drill

Students underline the prefix or suffix each word.

- Unit 3, Lesson 21, SE p. 173/TE p. T214
- Unit 3, Lesson 23, SE p. 189/TE p. T234
- Unit 3, Lesson 24, SE p. 197/TE p. T244

Read Connected Text

Connected Text/Interact with the Text

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Packing for a Trip”

- Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216

Unit 3, 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

Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub-

“The Unbelievable Woolly Bear!”

- Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246

Word Sort

Sort It Out

Students sort words according to prefix or suffix.

- Unit 3, Lesson 21, SE p. 176/TE p. T215
- Unit 3, Lesson 23, SE p. 192/TE p. T235
- Unit 3, Lesson 24, SE p. 200/TE p. T245

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

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

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

Using Morphology: Prefixes, Suffixes, and Base Words

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

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A. Identify and know the meaning of the most common prefixes and derivational suffixes.

continued

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TEACHER'S EDITION

Whole Class/Intervention Activities

Word Building/Reread Connected Text

- Unit 3, Lesson 21, TE p. T218
- Unit 3, Lesson 23, TE p. T238
- Unit 3, Lesson 24, TE p. T248

Independent/Partner Work

Word Building

- Unit 3, Lesson 21, TE p. T219
- Unit 3, Lesson 23, TE p. T239
- Unit 3, Lesson 24, TE p. T249

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.

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.

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Crow and the Pitcher”

- Lesson 21, p. 44

Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly

“The International Space Station”

- Lesson 23, p. 48

Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub-

“Inventions”

- Lesson 24, p. 50

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> 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.</p> <p style="text-align: center;">WORD STUDY SKILLS/PREFIXES</p> <p>Level C (dis-, un-, pre-, re-) “Packing for a Trip” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">WORD STUDY SKILLS/SUFFIXES</p> <p>Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">WORD STUDY SKILLS/PREFIXES</p> <p>Level C (im-, in-, non-) “The Unbelievable Woolly Bear!” Interact with the Text and Lesson Plan</p>
<p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>B. Decode words with common Latin suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It Suffixes -able, -ful, -less, -ness, -y, -ly • Unit 3, Lesson 23, SE p. 189/TE p. T234</p> <p><i>Build Fluency</i> Speed Drill Students underline the prefix or suffix each word. • Unit 3, Lesson 23, SE p. 189/TE p. T234</p> <p><i>Read Connected Text</i> Connected Text/Interact with the Text Unit 3, 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</p> <p><i>Word Sort</i> Sort It Out Students words according to suffix. • Unit 3, Lesson 23, SE p. 192/TE p. T235</p> <p><i>Word Study/Morphology</i> Define It/Practice It/Try It Related Words: Suffixes (-er, -est, able) • Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238</p> <p style="text-align: right;"><i>continued</i></p>

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B. Decode words with common Latin suffixes.</p>	<p><i>continued</i></p> <p>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 <i>From Phonics to Reading</i>, 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 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. Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station” • Lesson 23, p. 48</p> <p>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/SUFFIXES Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p>
<p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Decode multisyllable words.</p> <p><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It <i>Transition to Longer Words</i> Closed Syllables • Unit 2, Lesson 12, SE p. 99/TE p. T120 Vowel Team Syllables • Unit 2, Lesson 15, SE p. 123/TE pp. T149–T150 Final e Syllables • Unit 2, Lesson 17, SE p. 139/TE p. T170 Build Fluency Speed Drill • Unit 2, Lesson 12, SE p. 99/TE p. T120 • Unit 2, Lesson 15, SE p. 123/TE p. T150 • Unit 2, Lesson 17, SE p. 139/TE p. T170</p> <p><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
C. Decode multisyllable words.

continued

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Read Connected Text

Connected Text/Interact with the Text

Unit 2, Lesson 12: Closed Syllables

“The Monster Pumpkin”

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

Unit 2, Lesson 15: Vowel Team Syllables

“Cow? Doe? Goat? Guess!”

- Unit 2, Lesson 15, SE p. 125/TE p. T152

Unit 2, Lesson 17: Final e Syllables

“A Nice Surprise”

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

Word Sort

Sort It Out

Open Sort

- Unit 2, Lesson 12, SE p. 102/TE pp. T119, T122
- Unit 2, Lesson 15, SE p. 126/TE pp. T149, T152
- Unit 2, Lesson 17, SE p. 142/TE pp. T169, T172

Closed Sort/Check and Discuss

- Unit 2, Lesson 12, SE p. 102/TE p. T121
- Unit 2, Lesson 15, SE p. 126/TE p. T151
- Unit 2, Lesson 17, SE p. 142/TE p. T171

TEACHER’S EDITION

Independent/Partner Work

Word Sort

- Unit 2, Lesson 12, TE p. T121
- Unit 2, Lesson 15, TE p. T151
- Unit 2, Lesson 17, TE p. T171

Concept Sort (by syllable type)

- Unit 2, Lesson 12, TE p. T123
- Unit 2, Lesson 15, TE p. T153
- Unit 2, Lesson 17, TE p. T173

Whole Class/Intervention Activities

High-Frequency Syllables

- Unit 2, Lesson 12, TE p. T122
- Unit 2, Lesson 15, TE p. T152
- Unit 2, Lesson 17, TE p. T176

Word Building/Reread Connected Text

- Unit 2, Lesson 12, TE p. T124
- Unit 2, Lesson 15, TE p. T154
- Unit 2, Lesson 17, TE p. T178

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
C. Decode multisyllable words.

continued

continued

TE DIGITAL RESOURCES*

Assessment

Benchmark PDF

Benchmark Assessments

Comprehensive Phonics Survey: Nonsense Word Reading

E. Word Study (Multisyllabic Words)

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

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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”

- Lesson 12, p. 26

Lesson 15: Vowel Team Syllables

“Noisy Monkeys”

- Lesson 15, p. 32

Lesson 17: Final e Syllables

“Milkshake for Breakfast”

- Lesson 17, p. 36

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.

SYLLABLE TYPES/CLOSED SYLLABLES

Level C

“The Monster Pumpkin”

Interact with the Text and Lesson Plan

SYLLABLE TYPES/CLOSED SYLLABLES

Level C

“Noisy Monkeys”

Decodable Passage and Lesson Plan

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Decode multisyllable words.</p>	<p><i>continued</i></p> <p><i>Decodable Library</i> 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.</p> <p style="text-align: center;">SYLLABLE TYPES/FINAL E SYLLABLES</p> <p>Level C “A Nice Surprise” Interact with the Text and Lesson Plan</p> <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p><i>Professional Development</i> Instructional Support by Wiley Blevins Video: Multisyllabic Words</p> <p><i>Additional Phonemic Awareness Support</i> Phonemic Awareness Additional Skill Work Activities 3 & 4: Blend and Segment Multisyllabic Words by Syllable, <ul style="list-style-type: none"> • Lesson 1, pp. 4–5 • Lesson 13, pp. 21–22 • Lesson 19, pp. 31–32 </p>
<p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. D. Read grade-appropriate irregularly spelled words.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It Lesson 20: Irregular Plurals <ul style="list-style-type: none"> • Unit 3, Lesson 20, SE p. 165/TE pp. T203–T204 <i>Build Fluency</i> Speed Drill <ul style="list-style-type: none"> • Unit 3, Lesson 20, SE p. 165/TE p. T204 <i>Word Sort</i> Sort It Out <ul style="list-style-type: none"> • Unit 3, Lesson 20, SE p. 168/TE p. T206 <i>Read Connected Text</i> Connected Text/Interact with the Text Unit 3, Lesson 20: Irregular Plurals “Race Day” <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 167/TE p. T205 <i>Word Study/Morphology</i> Define It/Practice It/Try It Irregular Plurals <ul style="list-style-type: none"> • Unit 3, Lesson 20, SE p. 169/TE p. T208 </p> <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
D. Read grade-appropriate irregularly spelled words.

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

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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.

Unit 3, Lesson 20: Irregular Plurals

“Daisy and the State Fair”

- Lesson 20, p. 42

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.

WORD STUDY SKILLS/IRREGULAR PLURALS

Level C

“Race Day”

Interact with the Text and Lesson Plan

Additional teacher support

TE DIGITAL RESOURCES*

Overview

High-Frequency Words

Irregular High-Frequency Words

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</p>	<p><u>TEACHER'S EDITION</u> Whole Class/Intervention Activities High-Frequency Words <i>For example:</i> <i>Review each word using the Read-Spell-Write routine. Read each word. Then have students repeat it and tap or say the individual sounds in the word. Guide students to chorally spell the word. Point out and mark any irregular spellings—the parts students need to remember “by heart.”</i> (TE p. T88)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. T8 • Unit 1, Lesson 3, TE p. T28 • Unit 1, Lesson 9, TE p. T88 <p><i>Additional teacher support</i></p> <p><u>TE DIGITAL RESOURCES*</u> Overview High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words</p>

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>L.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: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Read Connected Text Connected Text Students read the passage then answer the questions. Interact with the Text Students circle all words with the lesson phonics skill. They discuss the comprehension questions with a partner, using details from the passage to support their answer.</p> <p>Unit 1, Lesson 2: Long a “State Fair”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 19/TE p. T18 <p>Unit 2, Lesson 16: r-Controlled Vowel Syllables “Dependable Dogs”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 16, SE p. 133/TE p. T162 <p>Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Packing for a Trip”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 175/TE p. T216 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.

continued

continued

TE DIGITAL RESOURCES*

Units 1-4

Lesson 1-30: Instructional Resources: Decodable Passage Lesson Plan

Each online Decodable Text Lesson Plan provides After Reading comprehension questions that guide students to read with purpose and demonstrate understanding.

Unit 1, Lesson 2: Long a

“State Fair” Lesson Plan

Unit 2, Lesson 16: r-Controlled Vowel Syllables

“Dependable Dogs” Lesson Plan

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Packing for a Trip” Lesson Plan

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1-30

Decodable Text

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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 3: Final Stable Syllables

“Beekeeping”

- Decodable Text, p. 9
- Comprehension and Vocabulary/Writing: Write About It, p. 10

Lesson 16: Final e Syllables

“Garden Spiders”

- Decodable Text, p. 33
- Comprehension and Vocabulary/Writing: Write About It, p. 34

Lesson 28: Compound Words

“Birdwatching”

- Decodable Text, p. 57
- Comprehension and Vocabulary/Writing: Write About It, p. 58

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Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.

continued

FLUENCY BOOSTER TEACHER'S COMPONENT*

Lessons 1–30

Decodable Text Lesson Plan
Each Decodable Text Lesson Plan provides After Reading comprehension questions that help students read with purpose and demonstrate understanding.

Lesson 3: Final Stable Syllables

“Beekeeping” Lesson Plan

Lesson 16: Final e Syllables

“Garden Spiders” Lesson Plan

Lesson 28: Compound Words

“Birdwatching” 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

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.

STUDENT EDITION/TEACHER'S EDITION

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 -ed, -ing

“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

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

Whole Class/Intervention Activities

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

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.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.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Assessment Assessment Overview Formative Assessments</p> <ul style="list-style-type: none"> • Fluency Assessment Guidance, p. 3 <p>Formative Formative Assessments</p> <ul style="list-style-type: none"> • Fluency Assessment Guidance <p>Units 1-4</p> <p>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.</p> <p>Lessons 1-30: Instructional Resources: Decodable Passage Lesson Plan</p> <p>Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read.</p> <p>After Reading <i>Fluency Plan</i> 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.</p> <p>Unit 1, Lesson 5: Long i “My Diary” Lesson Plan</p> <p>Unit 3, Lesson 19: Inflectional Endings -ed, -ing “A Wild Ride” Lesson Plan</p> <p>Unit 4, Lesson 30: Contractions “It’s Show Time!” Lesson Plan</p> <p style="text-align: right;"><i>continued</i></p>
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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

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.

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 5: Long i

“Tiger”

- Decodable Text, p. 11

Lesson 11: Complex Vowel /ô/

“Deep Thoughts”

- Decodable Text, p. 23

Lesson 14: Final Stable Syllables

“Oodles of Noodles” (poem)

- Decodable Text, p. 29

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

“Cupcake the Snake”

- Fluency Booster Practice Book, p. 67

Partner Reading 7

Complex Vowel /ô/; Closed Syllables

“A Fable for All Times”

- Fluency Booster Practice Book, p. 79

Partner Reading 13

Related Words; Homophones

“You’re Joking!”

- Fluency Booster Practice Book, p. 91

continued

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Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.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.</p> <p><i>continued</i></p>	<p><i>continued</i></p> <p>FLUENCY BOOSTER TEACHER'S COMPONENT*</p> <p>Lessons 1–30</p> <p>Decodable Text Lesson Plan</p> <p>Before Reading</p> <p><i>English-Learner Supports</i></p> <p>Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading</p> <p><i>Technique</i></p> <p>Have children whisper-read the book and then do a choral read.</p> <p>After Reading</p> <p><i>Fluency Plan</i></p> <p>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.</p> <p>Lesson 5: Long i</p> <p>“Tiger” Lesson Plan</p> <p>Lesson 11: Complex Vowel /ô/ “Deep Thoughts” Lesson Plan</p> <p>Lesson 14: Final Stable Syllables “Oodles of Noodles” (poem) Lesson Plan</p> <p>Partner Reading</p> <p>Partner Reading Instructional Resources</p> <p>Teacher’s Guide to Fluency Practice Book</p> <p>What Is Fluency?</p> <p>How Do We Teach Fluency?</p> <p>Teacher’s Guide to Partner Reading Texts</p> <p>Fluency Routines and Minilessons</p> <ul style="list-style-type: none"> • 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 19: Model Fluency: Phrasing (using conjunctions) • Lesson 22: Model Fluency: Phrasing (using prepositions) • Lesson 29: Phrase-Cued Text <p><i>continued</i></p>
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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.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.</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> 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;">COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ô</p> <p>Level C “The Dog Walker” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <p>Level C “The Cooking Crew” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">SHORT VOWELS/SHORT VOWEL REVIEW</p> <p>Level C “Back to School” Decodable Passage and Lesson Plan</p>
<p>L.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>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Word Study/Morphology</i> Context Clues: General Clues <i>Define It/Practice It/Try It</i> Define It Use this section of page 53 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • Tell students that context clues can help them figure out the meaning of an unfamiliar word. • Explain that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word’s meaning. • Explain that general clues in the text can help a reader determine the meaning of a word. Call attention to the sample sentence. Guide students to use the general clues “after three years” and “in good condition” to figure out that durable means “long-lasting.” • Unit 1, Lesson 6, SE p. 53/TE pp. T59–T60 <p style="text-align: center;"><i>continued</i></p>

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

continued

continued

Context Clues: Definitions, Synonyms
Define It/Practice It/Try It
Define It Use this section of page 119 to begin a discussion of context clues.

- Review that context clues can help readers figure out the meaning of an unfamiliar word.
- Review that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning.
- Discuss each type of context clue shown on page 119. For the definition example, tell students that the word *is* can signal a definition clue. Explain that other definition signal words include *are*, *means*, and *is called*. Repeat for the synonym example and the signal words *or*, *also*, *as*, *like*, and *too*. Tell students that commas can set off context clues, as with the words *or*, *very big*.
- Unit 2, Lesson 14, SE p. 119/TE pp. T143–T144

Context Clues: Context Clues: Antonyms, General Clues
Define It/Practice It/Try It
Define It Use this section of page 127 to begin a discussion of context clues.

- Review that context clues can help readers figure out the meaning of an unfamiliar word and that context clues are words or phrases that can appear in the same sentence as the word or surrounding sentences.
- Use the chart on Student Book, page 256 to review the types of context clues students have learned so far.
- Discuss the antonym context clue example on page 127. Tell students that the word *but* can signal an antonym clue. Explain that other antonym signal words include *however* and *unlike*.
- Discuss the general clue example. Explain that when a word's definition, synonym, or antonym is not given, they can look for other clues to help them determine the word's meaning. Discuss how the clues "little water" and "desert areas" help students figure out the meaning of *arid*.
- Unit 2, Lesson 15, SE p. 127/TE pp. T153–T154

End-of-Book Resources
Types of Context Clues
Writers use many types of **context clues** to help readers figure out the meanings of words.

- General
- Definition
- Synonym
- Antonym
- Example
- Unit 2, Lesson 15, SE p. 256/TE p. T319

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

continued

TEACHER'S EDITION

Read Connected Text

Connected Text

Children use context to confirm or self-correct word recognition, rereading as necessary.

For example:

If students have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out syllable by syllable). Then have students reread the sentence with the corrected word. Confirm that the word is correct by asking students to use other cues. For example, ask: Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word? (TE p. T151)

“Unicorns of the Sea”

- Unit 1, Lesson 7, SE p. 59/TE pp. T67–T68

“Cow? Doe? Goat? Guess!”

- Unit 2, Lesson 15, SE p. 125/TE pp. T151–T152

“ZIP, Zap, Zoom!”

- Unit 4, Lesson 29, SE p. 241/TE pp. T299–T300

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introduction Daily Practice: Spell It Have a partner say each word. Write the word. Check your answer.</p> <p>Lesson 3: Long o <i>sold, most, told, old</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE p. 25/TE pp. T25-T26 <p>Lesson 5: Long i <i>wild, child</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 41/TE pp. T45-T46 <p>Lesson 9: Short oo, Long oo <i>through</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 73/TE pp. T85-T86 <p>Lesson 11: Complex Vowel /ô/ <i>bought, brought, caught, taught</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 11, SE p. 89/TE pp. T105-T106 <p><u>TEACHER'S EDITION</u> Spelling Each recommended daily spelling routine includes activities for practicing the lesson's sound-spelling patterns.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE pp. T25, T27, T29, T31, T33 Unit 1, Lesson 5, TE pp. T45, T47, T49, T51, T53 Unit 1, Lesson 9, TE pp. T85, T87, T89, T91, T93 Unit 1, Lesson 11, TE pp. T105, T107, T109, T111, T113
<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Extension Write About It <i>Quick Check</i> Students check the spelling and meaning of each word using a dictionary.</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 179/TE p. T220 Unit 3, Lesson 23, SE p. 195/TE p. T240 Unit 3, Lesson 24, SE p. 203/TE p. T250
<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>C. Identify language of word origin, as noted in dictionaries.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>D. Spell singular and plural possessives (teacher's; teachers').</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

SE = Student Edition / TE = Teacher's Edition

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
E. Change y to i (cried) in words with suffixes, when required.

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Adding Suffixes (drop e, change y to i)
Define It/Practice It/Try It
Example:
Explain that when a word ends in a consonant and a y, the y is changed to i before adding the suffixes -es, -ed, -er, -est. Model with worry and happy. (TE p. T173)

- Unit 2, Lesson 13, SE p. 111/TE pp. T133-T134
- Unit 2, Lesson 17, SE p. 143/TE pp. T173-T174

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
F. Spell regular two- and three-syllable words that:
i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.

STUDENT EDITION/TEACHER'S EDITION
Introduction
Daily Practice: Spell It
Have a partner say each word. Write the word. Check your answer.

- Lesson 12: Closed Syllables**
• Unit 2, Lesson 12, SE p. 99/TE pp. T119-T120
- Lesson 13: Open Syllables**
• Unit 2, Lesson 13, SE p. 107/TE pp. T129-T130
- Lesson 14: Final Stable Syllables**
• Unit 2, Lesson 14, SE p. 115/TE pp. T139-T140
- Lesson 15: Vowel Team Syllables**
• Unit 2, Lesson 15, SE p. 123/TE pp. T149-T150
- Lesson 16: r-Controlled Vowel Syllables**
• Unit 2, Lesson 16, SE p. 131/TE pp. T159-T160
- Lesson 17: Final e Syllables**
• Unit 2, Lesson 17, SE p. 139/TE pp. T169-T170

Word Sort
Sort It Out
For example:
Guide them to understand that when a word ends in -le, usually these letters and the consonant that comes before them make up the last syllable of the word. It's a final stable syllable. Have students record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading final stable syllable words. (TE p. T141)

- Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121-T122
- Unit 2, Lesson 13, SE p. 110/TE pp. T129, T131-T132
- Unit 2, Lesson 14, SE p. 118/TE pp. T139, T141-T142
- Unit 2, Lesson 15, SE p. 126/TE pp. T149, T151-T152
- Unit 2, Lesson 16, SE p. 134/TE pp. T159, T161-T162
- Unit 2, Lesson 17, SE p. 142/TE pp. T169, T171-T172

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LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

F. Spell regular two- and three-syllable words that:

- i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.

continued

continued

Writing Extension

Write About It

For example:

Quick Check Underline all the words you used with open syllables. (SE p. 113)

- Unit 2, Lesson 12, SE p. 105/TE p. T126
- Unit 2, Lesson 13, SE p. 113/TE p. T136
- Unit 2, Lesson 14, SE p. 121/TE p. T146
- Unit 2, Lesson 15, SE p. 129/TE p. T156
- Unit 2, Lesson 16, SE p. 137/TE p. T166
- Unit 2, Lesson 17, SE p. 145/TE p. T176

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Each lesson begins with an examination of sound-spelling connections.

Lesson 12: Closed Syllables

- Unit 2, Lesson 12, TE p. T119

Lesson 13: Open Syllables

- Unit 2, Lesson 13, TE pp. T129

Lesson 14: Final Stable Syllables

- Unit 2, Lesson 14, TE p. T139

Lesson 15: Vowel Team Syllables

- Unit 2, Lesson 15, TE p. T149

Lesson 16: r-Controlled Vowel Syllables

- Unit 2, Lesson 16, TE p. T159

Lesson 17: Final e Syllables

- Unit 2, Lesson 17, TE p. T169

Spelling

Each recommended daily spelling routine includes activities for practicing the lesson's sound-spelling patterns.

- Unit 2, Lesson 12, TE pp. T119, T121, T123, T125, T127
- Unit 2, Lesson 13, TE pp. T129, T131, T133, T135, T137
- Unit 2, Lesson 14, TE pp. T139, T141, T143, T145, T147
- Unit 2, Lesson 15, TE pp. T149, T151, T153, T155, T157
- Unit 2, Lesson 16, TE pp. T159, T161, T163, T165, T167
- Unit 2, Lesson 17, TE pp. T169, T171, T173, T175, T177

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>F. Spell regular two- and three-syllable words that:</p> <p>i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.</p>	<p><i>continued</i></p> <p>Whole Class/Intervention Activities Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 12, TE p. T122 • Unit 2, Lesson 13, TE pp. T132 • Unit 2, Lesson 14, TE pp. T142 • Unit 2, Lesson 15, TE pp. T152 • Unit 2, Lesson 16, TE pp. T162 • Unit 2, Lesson 17, TE pp. T1712 <p>TE DIGITAL RESOURCES*</p> <p>Assessment Benchmark Assessments Comprehensive Spelling Survey Comprehensive Spelling Survey Administration and Analysis Formative Assessments Cumulative Spelling Sentences Cumulative Spelling Sentences Administration and Analysis</p> <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p>
<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>F. Spell regular two- and three-syllable words that:</p> <p>ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful) and suffix -tion.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Daily Practice: Spell It</p> <p>Lesson 14: Final Stable Syllables <i>lotion, mansion, action, comprehension</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 14, SE p. 115/TE pp. T139-T140 <p>Lesson 21: Prefixes dis-, un-, pre-, re- <i>unhappy, reappear, preheat, dislike</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 173/TE pp. T213-T214 <p>Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly <i>colorless, unpredictable, weightlessness, harmful</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 23, SE p. 189/TE pp. T233-T234 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- F. Spell regular two- and three-syllable words that:
- ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

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Word Sort

Sort It Out

For example:

Guide them to understand that when a word ends in -le, usually these letters and the consonant that comes before them make up the last syllable of the word. It's a final stable syllable. Have students record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading final stable syllable words. (TE p. T141)

- Unit 2, Lesson 14, SE p. 118/TE pp. T139, T141-T142
- Unit 3, Lesson 21, SE p. 176/TE pp. T213, T215-T216
- Unit 3, Lesson 23, SE p. 192/TE pp. T233, T235-T236

Writing Extension

Write About It

For example:

Quick Check *Underline all the words you used with the prefix dis-, un-, pre-, or re-. (SE p. 179)*

- Unit 2, Lesson 14, SE p. 121/TE p. T146
- Unit 3, Lesson 21, SE p. 179/TE p. T220
- Unit 3, Lesson 23, SE p. 195/TE p. T240

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Each lesson begins with an examination of sound-spelling connections.

Lesson 14: Final Stable Syllables

- Unit 2, Lesson 14, TE p. T139

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

- Unit 3, Lesson 21, TE p. T213

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

- Unit 3, Lesson 23, TE p. T233

Spelling

Each recommended daily spelling routine includes activities for practicing the lesson's sound-spelling patterns.

- Unit 2, Lesson 14, TE pp. T139, T141, T143, T145, T147
- Unit 3, Lesson 21, TE pp. T213, T215, T217, T219, T221
- Unit 3, Lesson 23, TE pp. T233, T235, T237, T239, T241

Whole Class/Intervention Activities

Think and Write/Dictation

Guide students to connect each sound to a spelling.

- Unit 2, Lesson 14, TE p. T142
- Unit 3, Lesson 21, TE p. T216
- Unit 3, Lesson 23, TE p. T236

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
G. Spell common words in English, including regular and irregular forms.

continued

continued

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

Lesson 4: Long e

dream, seem, seize, field, wheat, bean

- Unit 1, Lesson 4, SE p. 33/TE pp. T35–T36

Lesson 9: Short oo and Long oo

book, could, group, do, fruit, new, glue, through

- Unit 1, Lesson 9, SE p. 73/TE pp. T85–T86

Lesson 26: Homophones

there/their, wait/weight, meat/meet, piece/peace, tail/tale

- Unit 4, Lesson 26, SE p. 215/TE pp. T267–T268

Word Sort

Sort It Out

- Unit 1, Lesson 4, SE p. 36/TE pp. T35, T37–T38
- Unit 1, Lesson 9, SE p. 76/TE pp. T85, T87–T88
- Unit 4, Lesson 26, SE p. 218/TE pp. T267, T269–T270

Writing Extension

Write About It

For example:

Quick Check *Underline all the words you used with the prefix dis-, un-, pre-, or re-. (SE p. 179)*

- Unit 1, Lesson 4, SE p. 39/TE p. T42
- Unit 1, Lesson 9, SE p. 79/TE p. T92
- Unit 4, Lesson 26, SE p. 221/TE p. T274

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Each lesson begins with an examination of sound-spelling connections.

Lesson 4: Long e

- Unit 1, Lesson 4, TE p. T35

Lesson 9: Short oo and Long oo

- Unit 1, Lesson 9, TE p. T85

Lesson 26: Homophones

- Unit 4, Lesson 26, TE p. T267

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
G. Spell common words in English, including regular and irregular forms.

continued

TEACHER'S EDITION

Spelling

Each recommended daily spelling routine includes activities for practicing the lesson's sound-spelling patterns.

- Unit 1, Lesson 4, TE pp. T35, T37, T39, T41, T43
- Unit 1, Lesson 9, TE pp. T85, T87, T89, T91, T93
- Unit 4, Lesson 26, TE pp. T267, T269, T271, T273, T275

Whole Class/Intervention Activities

Think and Write/Dictation

Guide students to connect each sound to a spelling.

- Unit 1, Lesson 4, TE p. T38
- Unit 1, Lesson 9, TE p. T88
- Unit 4, Lesson 26, TE p. T270

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>B. Capitalize appropriate words in titles.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 20: Irregular Plurals</p> <ul style="list-style-type: none"> Unit 3, Lesson 20, SE p. 165/TE pp. T203–T204 <p>Read Connected Text Connected Text/Interact with the Text</p> <p>Lesson 20: Irregular Plurals</p> <p>“Race Day”</p> <ul style="list-style-type: none"> Unit 3, Lesson 20, SE p. 167/TE pp. T205–T206 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 20, SE p. 168/TE pp. T205–T206 <p>Word Study/Morphology Irregular Plurals</p> <ul style="list-style-type: none"> Unit 3, Lesson 20, SE p. 169/TE pp. T207–T208

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>E. Use appropriate pronouns with clear referents.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. A citation of related content is provided.</i></p> <p>TEACHER'S EDITION Whole Class/Intervention Activities High-Frequency Words <i>I, me, he, him, her, his, your, you</i></p> <ul style="list-style-type: none"> Unit 2 Lesson 13, TE p. T132
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. A citation of related content is provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION Writing Extension Write About It Write your address.</p> <ul style="list-style-type: none"> Unit 4 Lesson 29, SE p. 245/TE p. T304
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

L.WF.3.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

I. Organize ideas into paragraphs with main ideas and supporting details.

This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.

TEACHER'S EDITION

Read Connected Text

Connected Text

Interact with the Text

For example:

Prompt students to ... find details in the text to support their answers. (TE p. T205)

Unit 1, Lesson 2: Long a

“State Fair”

- Unit 1, Lesson 2, TE p. T18

Unit 2, Lesson 16: r-Controlled Vowel Syllables

“Dependable Dogs”

- Unit 2, Lesson 16, TE p. T162

Lesson 10: Digraphs ch, tch, wh

“Race Day”

- Unit 3, Lesson 20, TE p. T205

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

continued

STUDENT EDITION/TEACHER'S EDITION

Introduction

Introduction/Daily Practice

Write About It

Use the lesson words to create a story. Draw a box around the words from the list that you used.

Prefixes dis-, un-, pre-, re-

- Unit 3, Lesson 21, SE p. 173/TE p. T214

Suffixes -able, -ful, -less, -ness, -y, -ly

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

Prefixes im-, in-, non-, mis-, sub-

- Unit 3, Lesson 24, SE p. 197/TE p. T244

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

continued

continued

Read Connected Text

Interact with the Text
Students discuss answers to comprehension questions with a partner then write a response to the text.

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Packing for a Trip”

- Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216

Unit 3, 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

Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub-

“The Unbelievable Woolly Bear!”

- Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246

Word Sort

Sort It Out

Students sort words according to prefix or suffix.

- Unit 3, Lesson 21, SE p. 176/TE p. T215
- Unit 3, Lesson 23, SE p. 192/TE p. T235
- Unit 3, Lesson 24, SE p. 200/TE p. T245

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

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

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

Using Morphology: Prefixes, Suffixes, and Base Words

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

High-Frequency Syllables

Connecting Phonics and Vocabulary

Students write each word, its definition, a synonym, and a sample sentence.

- Unit 3, Lesson 21, SE p. 178/TE p. T220
- Unit 3, Lesson 23, SE p. 194/TE p. T240
- Unit 3, Lesson 24, SE p. 202/TE p. T250

Writing Extension

Write About It

Students reread the lesson Connected Text then write about what they learned.

- Unit 3, Lesson 21, SE p. 179/TE p. T220
- Unit 3, Lesson 23, SE p. 195/TE p. T240
- Unit 3, Lesson 24, SE p. 203/TE p. T250

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p style="text-align: center;"><i>continued</i></p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION <i>Whole Class/Intervention Activities</i> High-Frequency Words <i>For example:</i> <i>Have students review the sentences in their notebooks for each of the high-frequency words: way, was, saw, wash, one, once, found, round. Prompt students to take five sentences and expand on each one by adding descriptive details or combining two ideas using and (e.g., We saw our neighbor shoveling snow. We saw our neighbor shoveling snow and decided to help him). Provide guidance as needed. (TE p. T306)</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, TE pp. T216, T218, T220, T222 • Unit 3, Lesson 23, TE pp. T236, T238, T240, T242 • Unit 3, Lesson 24, TE pp. T246, T248, T250, T252 <p>Word Building/Reread Connected Text</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, TE p. T218 • Unit 3, Lesson 23, TE p. T238 • Unit 3, Lesson 24, TE p. T248 <p><i>Independent/Partner Work</i> Word Building</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, TE p. T219 • Unit 3, Lesson 23, TE p. T239 • Unit 3, Lesson 24, TE p. T249
<p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>B. Choose words and phrases for effect.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION <i>Whole Class/Intervention Activities</i> High-Frequency Words <i>For example:</i> <i>Reread and Write</i> Provide feedback for students to revise their writing. For example, say: Look at the sentences I underlined. <i>Try adding more adjectives or descriptive phrases to make your writing more vivid.</i> <i>High-Frequency Words</i> Prompt students to take five sentences and <i>expand on each one by adding descriptive details or combining two ideas (e.g., Are you going to the fair? Are you going to the school fair and the soccer game?). (TE p. T242)</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 23, TE p. T242 • Unit 3, Lesson 25, TE p. T262
<p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
A. Use sentence-level context as a clue to the meaning of a word or phrase.

STUDENT EDITION/TEACHER'S EDITION

Word Study/Morphology

Context Clues: General Clues

Define It/Practice It/Try It

Define It Use this section of page 53 to begin a discussion of context clues.

- Tell students that context clues can help them figure out the meaning of an unfamiliar word.
- Explain that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning.
- Explain that general clues in the text can help a reader determine the meaning of a word. Call attention to the sample sentence. Guide students to use the general clues "after three years" and "in good condition" to figure out that durable means "long-lasting."
- Unit 1, Lesson 6, SE p. 53/TE pp. T59-T60

Context Clues: Definitions, Synonyms

Define It/Practice It/Try It

Define It Use this section of page 119 to begin a discussion of context clues.

- Review that context clues can help readers figure out the meaning of an unfamiliar word.
- Review that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning.
- Discuss each type of context clue shown on page 119. For the definition example, tell students that the word is can signal a definition clue. Explain that other definition signal words include are, means, and is called. Repeat for the synonym example and the signal words *or, also, as, like, and too*. Tell students that commas can set off context clues, as with the words *or, very big*.
- Unit 2, Lesson 14, SE p. 119/TE pp. T143-T144

Context Clues: Context Clues: Antonyms, General Clues

Define It/Practice It/Try It

Define It Use this section of page 127 to begin a discussion of context clues.

- Review that context clues can help readers figure out the meaning of an unfamiliar word and that context clues are words or phrases that can appear in the same sentence as the word or surrounding sentences.

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

continued

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Prefixes dis-, un-, pre-, re-

- Unit 3, Lesson 21, SE p. 173/TE p. T214

Suffixes -able, -ful, -less, -ness, -y, -ly

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

Prefixes im-, in-, non-, mis-, sub-

- Unit 3, Lesson 24, SE p. 197/TE p. T244

Build Fluency

Speed Drill

Students underline the prefix or suffix each word.

- Unit 3, Lesson 21, SE p. 173/TE p. T214
- Unit 3, Lesson 23, SE p. 189/TE p. T234
- Unit 3, Lesson 24, SE p. 197/TE p. T244

Read Connected Text

Connected Text/Interact with the Text

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Packing for a Trip”

- Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216

Unit 3, 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

Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub-

“The Unbelievable Woolly Bear!”

- Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246

Word Sort

Sort It Out

Students sort words according to prefix or suffix.

- Unit 3, Lesson 21, SE p. 176/TE p. T215
- Unit 3, Lesson 23, SE p. 192/TE p. T235
- Unit 3, Lesson 24, SE p. 200/TE p. T245

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

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

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

Using Morphology: Prefixes, Suffixes, and Base Words

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

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

- L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

continued

continued

TEACHER'S EDITION

Whole Class/Intervention Activities

Word Building/Reread Connected Text

- Unit 3, Lesson 21, TE p. T218
- Unit 3, Lesson 23, TE p. T238
- Unit 3, Lesson 24, TE p. T248

Independent/Partner Work

Word Building

- Unit 3, Lesson 21, TE p. T219
- Unit 3, Lesson 23, TE p. T239
- Unit 3, Lesson 24, TE p. T249

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.

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.

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Crow and the Pitcher”

- Lesson 21, p. 44

Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly

“The International Space Station”

- Lesson 23, p. 48

Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub-

“Inventions”

- Lesson 24, p. 50

continued

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> 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.</p> <p style="text-align: center;">WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (dis-, un-, pre-, re-) “Packing for a Trip” Interact with the Text and Lesson Plan <p style="text-align: center;">WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan <p style="text-align: center;">WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (im-, in-, non-) “The Unbelievable Woolly Bear!” Interact with the Text and Lesson Plan
<p>L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Lesson 19: Inflectional Endings with Spelling Changes <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 157/TE pp. T193–T194 Lesson 25: Related Words <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 205/TE pp. T253–T254 <p><i>Word Study/Morphology</i> To read a related word with a suffix, first separate the base word from the suffix. <i>For example:</i> Try It Before assigning this section, have students practice identifying base words and suffixes. Write the following words: emptied, completing, invited, scrubbed, used, jogging. Have students work with partners to identify the base words, suffixes, and spelling changes in the words. Then have them take turns using the words in oral sentences. (TE p. T197)</p> <p>Related Words: Suffixes (-ed, -ing)</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 161/TE pp. T197–TT198 <p>Related Words: Suffixes (-er, -est, able)</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 193/TE pp. T237–TT238 <p>Related Words: Prefixes and Suffixes</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 209/TE pp. T257–TT258 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p><i>continued</i></p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u> 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 <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>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.</p> <p>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.</p> <p>Lesson 19: Inflectional Endings with Spelling Changes “Game Day”</p> <ul style="list-style-type: none"> • Lesson 19, p. 39 <p>Lesson 25: Related Words “The Time Capsule”</p> <ul style="list-style-type: none"> • Lesson 25, p. 51
<p>L.KL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> High-Frequency Syllables Connecting Phonics and Vocabulary Students use a dictionary to look up the definition and synonym for each word, then write a sample sentence.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 178/TE p. T220 • Unit 3, Lesson 23, SE p. 194/TE p. T240 • Unit 3, Lesson 24, SE p. 202/TE p. T250 <p>Writing Extension Write About It <i>Quick Check</i> Students check the spelling and meaning of each word using a dictionary.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 179/TE p. T220 • Unit 3, Lesson 23, SE p. 195/TE p. T240 • Unit 3, Lesson 24, SE p. 203/TE p. T250

LANGUAGE DOMAIN – GRADE 3

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>L.KL.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Read Connected Text Connected Text Interact with the Text <i>For example:</i> <i>Is this a realistic race or a fanciful one? How do you know?</i> (TE p. T205) Lesson 10: Digraphs ch, tch, wh "Race Day"</p> <ul style="list-style-type: none"> • Unit 3, Lesson 20, TE pp. T205-T206
<p>L.KL.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Whole Class/Intervention Activities High-Frequency Words Suggest that students write a sentence to describe their dream room.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 20, TE pp. T205-T206 <p>Describe an imaginary creature.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 25, TE p. T256 <p>Describe a colorful event, such as a parade or carnival.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 25, TE p. T258
<p>L.KL.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> • Unit 2, Lesson 14, SE p. 119/TE p. T144 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> • Unit 4, Lesson 27, SE p. 227/TE p. T282