

From Phonics to Reading

Correlation to the Maryland College and Career Ready Standards for English Language Arts

Grade 3



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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding 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 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

TEACHER'S EDITION

Teacher Table: Intervention

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

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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

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

continued

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

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/SUFFIXES

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

“Join Our Walking School Bus!”

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

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
b. Decode words with common Latin suffixes.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

- Suffixes -able, -ful, -less, -ness, -y, -ly**
• Unit 3, Lesson 23, SE p. 189/TE p. T234

Build Fluency

Speed Drill

Students underline the prefix or suffix each word.

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

Read Connected Text

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

Word Sort

Sort It Out

Students words according to suffix.

- Unit 3, Lesson 23, SE p. 192/TE p. T235

Word Study/Morphology

Define It/Practice It/Try It

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

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

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1-30

Decodable Text

- Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly
“The International Space Station”
• Lesson 23, p. 48

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

WORD STUDY SKILLS/SUFFIXES

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

“Join Our Walking School Bus!”

Interact with the Text and Lesson Plan

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

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Transition to Longer Words

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

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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

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

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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

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

Teacher Table: Intervention

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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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

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

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TE DIGITAL RESOURCES*

Professional Development

Instructional Support by Wiley Blevins

Multisyllabic Words (video)

Differentiation Supports

Syllable Types Student Resources/Instructional Resources

Word Study/Morphology

Closed Syllables

Consonant + le Syllables

Final e Syllables

Open Syllables

Vowel Team Syllables

r-Controlled Vowel Syllables

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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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 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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

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

continued

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/VOWEL TEAM SYLLABLES

- Level C

“Noisy Monkeys”

Decodable Passage and Lesson Plan

SYLLABLE TYPES/FINAL E SYLLABLES

- Level C

“A Nice Surprise”

Interact with the Text and Lesson Plan

See also

Lesson Plans

The online Lesson Plan that accompanies each of the 60 Level C Decodable Texts identifies the **Decodable Words with Phonics Skill** for each selection. It also suggests **Decodable Words** to preteach.

Lesson Plans for Student Edition Connected Text

- TE DIGITAL RESOURCES*— Level C/Unit 1-4/Lesson 1-30/ Instructional Resources/Lesson Plan

Lesson Plans for Fluency Booster Practice Book Decodable Texts

- FLUENCY BOOSTER TEACHER’S COMPONENT*—Lessons/Lessons 1-30/ Connected Text Lesson Plan/Lesson Plan

Lesson Plans for Interactive Practice Bundle Decodable Texts

- DECODABLE LIBRARY*—SE Connected Text and Fluency Booster Practice Book Decodable Passages and Lesson Plans organized by skill.

Level C: Decodable Texts Word Analysis

Organized by lesson, this guide lists the lesson Target Skill, Word Count, and Target Skill Words (decodable words) for each of the 60 Level C decodable titles: Student Edition: Connected Text (30 titles); and Fluency Booster Practice Book: Decodable Texts (30 titles)

- TE DIGITAL RESOURCES*— Level C/Overview/Decodable Text Word Analysis/Level C Decodable Text Word Analysis

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

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

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Irregular Plurals

- Unit 3, Lesson 20, SE p. 165/TE pp. T203-T204

Build Fluency

Speed Drill

- Unit 3, Lesson 20, SE p. 165/TE p. T204

Word Sort

Sort It Out

- Unit 3, Lesson 20, SE p. 168/TE p. T206

Read Connected Text

Connected Text/Interact with the Text

Unit 3, Lesson 20: Irregular Plurals

“Race Day”

- Unit 1, Lesson 2, SE p. 167/TE p. T205

Word Study/Morphology

Define It/Practice It/Try It

Irregular Plurals

- Unit 3, Lesson 20, SE p. 169/TE p. T208

TEACHER'S EDITION

Teacher Table: Intervention

High-Frequency Words

For example:

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)

- Unit 1, Lesson 3, TE pp. T28, T30, T32, T34
- Unit 2, Lesson 17, TE pp. T172, T174, T176, T178
- Unit 4, Lesson 29, TE pp. T300, T302, T304, T306

TE DIGITAL RESOURCES*

Overview

High-Frequency Words

Irregular High-Frequency Words

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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

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

continued

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.

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.

WORD STUDY SKILLS/IRREGULAR PLURALS

- Level C

“Race Day”

Interact with the Text and Lesson Plan

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

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

STUDENT EDITION/TEACHER'S EDITION

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.

Unit 1, Lesson 2: Long a

“State Fair”

- Unit 1, Lesson 2, SE p. 19/TE p. T18

Unit 2, Lesson 16: r-Controlled Vowel Syllables

“Dependable Dogs”

- Unit 2, Lesson 16, SE p. 133/TE p. T162

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

“Packing for a Trip”

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

TE DIGITAL RESOURCES*

Units 1-6

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

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

continued

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

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

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

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

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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

<i>continued</i>	<i>continued</i>
<p>RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</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>COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ö</p> <ul style="list-style-type: none"> Level C <p>“The Dog Walker” Interact with the Text and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <ul style="list-style-type: none"> Level C <p>“The Cooking Crew” Interact with the Text and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> Level C <p>“Back to School” Decodable Passage and Lesson Plan</p>
<p>RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Read Connected Text</i> Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Unit 1, Lesson 5: Long i</p> <p>“My Diary”</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 43/TE p. T48 <p>Unit 3, Lesson 19: Inflectional Endings -ed, -ing</p> <p>“A Wild Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 159/TE p. T196 <p>Unit 4, Lesson 30: Contractions</p> <p>“It’s Show Time!”</p> <ul style="list-style-type: none"> Unit 4, Lesson 30, SE p. 249/TE p. T310 <p>TEACHER’S EDITION</p> <p><i>Independent/Partner Work</i> Build Fluency Have students reread the decodable passages from previous weeks to build skill mastery.</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T47 Unit 3, Lesson 19, TE p. T195 Unit 4, Lesson 30, TE p. T309
<i>continued</i>	<i>continued</i>

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

continued

continued

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
 - 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 -ed, -ing
 - “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 11: Complex Vowel /ô/
 - “Deep Thoughts”
 - Decodable Text, p. 23
 - Comprehension and Vocabulary/Writing: Write About It, p. 24
 - Lesson 14: Final Stable Syllables
 - “Oodles of Noodles” (poem)
 - Decodable Text, p. 29
 - Comprehension and Vocabulary/Writing: Write About It, p. 30

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

continued

continued

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

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 11: Complex Vowel /ô/

“Deep Thoughts” Lesson Plan

Lesson 14: Final Stable Syllables

“Oodles of Noodles” (poem) Lesson Plan

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

continued

continued

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
 - 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 19: Model Fluency: Phrasing (using conjunctions)
 - Lesson 22: Model Fluency: Phrasing (using prepositions)
 - Lesson 29: Phrase-Cued Text

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

Related content

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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

<i>continued</i>	<i>continued</i>
<p>RF.3.4 Read with with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>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.</p> <ul style="list-style-type: none"> 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 <p>Cumulative Assessment Fluency Check Listen to the child 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).</p> <ul style="list-style-type: none"> 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
<p>RF.3.4 Read with 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><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology 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>

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- RF.3.4 Read with 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

Word Study/Morphology

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

Word Study/Morphology

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

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- RF.3.4 Read with 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 STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning 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

Word Study/Morphology

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

Word Study/Morphology

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

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning 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*).

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 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

TEACHER'S EDITION

Teacher Table: Intervention

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

continued

continued

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning 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

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

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/SUFFIXES

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

“Join Our Walking School Bus!”

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

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

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 25: Related Words

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

Word Study/Morphology

To read a related word with a suffix, first separate the base word from the suffix.

For example:

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)

Related Words: Suffixes (-ed, -ing)

- Unit 3, Lesson 19, SE p. 161/TE pp. T197-TT198

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

- Unit 3, Lesson 23, SE p. 193/TE pp. T237-TT238

Related Words: Prefixes and Suffixes

- Unit 3, Lesson 25, SE p. 209/TE pp. T257-TT258

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 19: Inflectional Endings with Spelling Changes

"Game Day"

- Lesson 19, p. 39

Lesson 25: Related Words

"The Time Capsule"

- Lesson 25, p. 51

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

STUDENT EDITION/TEACHER'S EDITION

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.

- 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

Quick Check

Students check the spelling and meaning of each word using a dictionary.

- 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

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

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:

Is this a realistic race or a fanciful one? How do you know?
(TE p. T205)

Lesson 10: Digraphs ch, tch, wh

“Race Day”

- Unit 3, Lesson 20, TE pp. T205–T206

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

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

TEACHER'S EDITION

Teacher Table: Intervention

High-Frequency Words

Suggest that students write a sentence to describe their dream room

- Unit 3, Lesson 20, TE pp. T205–T206

Describe an imaginary creature.

- Unit 4, Lesson 25, TE p. T256

Describe a colorful event, such as a parade or carnival.

- Unit 4, Lesson 25, TE p. T258

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

STUDENT EDITION/TEACHER'S EDITION
Word Study/Morphology
Context Clues: Definitions, Synonyms
• Unit 2, Lesson 14, SE p. 119/TE p. T144
Context Clues: Antonyms, Synonyms
• Unit 4, Lesson 27, SE p. 227/TE p. T282

L.3.6 Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

STUDENT EDITION/TEACHER'S EDITION
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
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

continued

continued

LANGUAGE STANDARDS

Vocabulary Acquisition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 3

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

continued

L.3.6 Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

continued

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

TEACHER'S EDITION

Teacher Table: Intervention

High-Frequency Words

For example:

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)

- 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

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