

From Phonics to Reading

Correlation to the Tennessee
English Language Arts Standards

Grade 3



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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Prefixes dis-, un-, pre-, re-</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 173/TE p. T214 <p>Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE p. T234 <p>Prefixes im-, in-, non-, mis-, sub-</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 197/TE p. T244 <p>Build Fluency</p> <p>Speed Drill Students underline the prefix or suffix each word.</p> <ul style="list-style-type: none"> 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 <p>Read Connected Text</p> <p>Connected Text/Interact with the Text</p> <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 pp. T215–T216 <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “Join Our Walking School Bus!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 191/TE pp. T235–T236 <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- “The Unbelievable Woolly Bear!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246 <p>Word Sort</p> <p>Sort It Out Students words according to prefix or suffix.</p> <ul style="list-style-type: none"> 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 <p>Word Study/Morphology</p> <p>Define It/Practice It/Try It</p> <p>Using Morphology: Prefixes and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 177/TE pp. T217–T218 <p>Related Words: Suffixes (-er, -est, able)</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238 <p>Using Morphology: Prefixes, Suffixes, and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 201/TE pp. T247–T248 <p><u>TEACHER'S EDITION</u></p> <p>Teacher Table: Intervention 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 style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>Independent/Partner Work</p> <p>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><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>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>Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-</p> <p>“Crow and the Pitcher”</p> <ul style="list-style-type: none"> Lesson 21, p. 44 <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly</p> <p>“The International Space Station”</p> <ul style="list-style-type: none"> Lesson 23, p. 48 <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p> <p>“Inventions”</p> <ul style="list-style-type: none"> Lesson 24, p. 50 <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (dis-, un-, pre-, re-) <p>“Packing for a Trip”</p> <p>Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> Level C (-ful, -less, -y, -u) <p>“Join Our Walking School Bus!”</p> <p>Interact with the Text and Lesson Plan</p> <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (im-, in-, non-) <p>“The Unbelievable Woolly Bear!” Interact with the Text and Lesson Plan</p>
<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Decode words with common Latin suffixes, such as <i>-ly</i>, <i>-less</i>, and <i>-ful</i>.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE p. T234 <p>Build Fluency Speed Drill Students underline the prefix or suffix each word.</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE p. T234 <p>Read Connected Text Connected Text/Interact with the Text Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly</p> <p>“Join Our Walking School Bus!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 191/TE pp. T235–T236 <p>Word Sort Sort It Out Students words according to suffix.</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 192/TE p. T235 <p>Word Study/Morphology Define It/Practice It/Try It</p> <p>Related Words: Suffixes (-er, -est, able)</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30 Decodable Text Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly</p> <p>“The International Space Station”</p> <ul style="list-style-type: none"> Lesson 23, p. 48 <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Decodable Library</p> <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> Level C (-ful, -less, -y, -u) <p>“Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p>

FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode multi-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It <i>Transition to Longer Words</i></p> <p>Closed Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 99/TE p. T120 <p>Vowel Team Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 123/TE pp. T149–T150 <p>Final e Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 139/TE p. T170 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> 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>Read Connected Text Connected Text/Interact with the Text Unit 2, Lesson 12: Closed Syllables “The Monster Pumpkin”</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 101/TE p. T122 <p>Unit 2, Lesson 15: Vowel Team Syllables “Cow? Doe? Goat? Guess!”</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 125/TE p. T152 <p>Unit 2, Lesson 17: Final e Syllables “A Nice Surprise”</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 141/TE p. T172 <p>Word Sort Sort It Out Open Sort</p> <ul style="list-style-type: none"> 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 <p>Closed Sort/Check and Discuss</p> <ul style="list-style-type: none"> 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 <p><u>TEACHER'S EDITION</u></p> <p>Independent/Partner Work Word Sort</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T121 Unit 2, Lesson 15, TE p. T151 Unit 2, Lesson 17, TE p. T171 <p>Concept Sort (by syllable type)</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T123 Unit 2, Lesson 15, TE p. T153 Unit 2, Lesson 17, TE p. T173 <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode multi-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher Table: Intervention</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T122 Unit 2, Lesson 15, TE p. T152 Unit 2, Lesson 17, TE p. T176 <p>Word Building/Reread Connected Text</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T124 Unit 2, Lesson 15, TE p. T154 Unit 2, Lesson 17, TE p. T178 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Support by Wiley Blevins Multisyllabic Words (video)</p> <p>Differentiation Supports</p> <p>Syllable Types Student Resources/Instructional Resources</p> <p>Word Study/Morphology</p> <ul style="list-style-type: none"> Closed Syllables Consonant + le Syllables Final e Syllables Open Syllables Vowel Team Syllables r-Controlled Vowel Syllables <p>Assessment</p> <p>Benchmark PDF</p> <ul style="list-style-type: none"> Benchmark Assessments Comprehensive Phonics Survey: Nonsense Word Reading E. Word Study (Multisyllabic Words) <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>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 12: Closed Syllables</p> <p>“Rabbit Facts”</p> <ul style="list-style-type: none"> Lesson 12, p. 26 <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

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<i>continued</i>	<i>continued</i>
<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode multi-syllable words.</p>	<p>Lesson 15: Vowel Team Syllables “Noisy Monkeys” <ul style="list-style-type: none"> • Lesson 15, p. 32 Lesson 17: Final e Syllables “Milkshake for Breakfast” <ul style="list-style-type: none"> • Lesson 17, p. 36 <u>INTERACTIVE PRACTICE BUNDLE*</u> 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 <ul style="list-style-type: none"> • Level C “The Monster Pumpkin” Interact with the Text and Lesson Plan SYLLABLE TYPES/VOWEL TEAM SYLLABLES <ul style="list-style-type: none"> • Level C “Noisy Monkeys” Decodable Passage and Lesson Plan SYLLABLE TYPES/FINAL E SYLLABLES <ul style="list-style-type: none"> • Level C “A Nice Surprise” Interact with the Text and Lesson Plan</p>
<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introduction Learn and Blend/Blend It Irregular Plurals <ul style="list-style-type: none"> • Unit 3, Lesson 20, SE p. 165/TE pp. T203–T204 Build Fluency Speed Drill <ul style="list-style-type: none"> • Unit 3, Lesson 20, SE p. 165/TE p. T204 Word Sort Sort It Out <ul style="list-style-type: none"> • 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” <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 167/TE p. T205 Word Study/Morphology 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>
<i>continued</i>	<i>continued</i>

FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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<p><i>continued</i></p> <p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p><i>continued</i></p> <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <p>High-Frequency Words</p> <p><i>For example:</i></p> <p><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 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 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1-30</p> <p>Decodable Text</p> <p>Unit 3, Lesson 20: Irregular Plurals</p> <p>“Daisy and the State Fair”</p> <ul style="list-style-type: none"> • Lesson 20, p. 42 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>WORD STUDY SKILLS/IRREGULAR PLURALS</p> <ul style="list-style-type: none"> • Level C <p>“Race Day”</p> <p>Interact with the Text and Lesson Plan</p> <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>High-Frequency Words</p> <p>Irregular High-Frequency Words</p>
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It Daily Practice: Spell It</p> <p>Lesson 1: Short Vowels</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 9/TE pp. T5-T6 <p>Lesson 12: Closed Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 99/TE pp. T119-T120 <p>Lesson 17: Final e Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 139/TE pp. T169-T170 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 8, SE p. 68/TE p. T77 Unit 2, Lesson 13, SE p. 110/TE p. T131 Unit 4, Lesson 28, SE p. 234/TE p. T289 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 6, SE p. 55/TE p. T62 Unit 2, Lesson 15, SE p. 129/TE p. T156 Unit 3, Lesson 24, SE p. 203/TE p. T250 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It Each lesson begins with a focus on sound-spelling connections.</p> <p>Lesson 1: Short Vowels</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. T5 <p>Lesson 12: Closed Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T119 <p>Lesson 17: Final e Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, TE p. T169 <p>Sound-Spelling/Blending Cumulative Quick Check/Review Each recommended daily routine includes activities for practicing the lesson's sound-spelling patterns.</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, TE pp. T35, T37, T39, T41, T43 Unit 2, Lesson 14, TE pp. T139, T141, T143, T145, T147 Unit 3, Lesson 22, TE pp. T223, T225, T227, T229, T231 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development Instructional Guides Spelling Instructional Guide</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>
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for high-frequency words, including irregular words.</p>	<p>TEACHER'S EDITION</p> <p>Teacher Table Intervention</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 7, TE pp. T68, T70, T72, T74 Unit 2, Lesson 16, TE pp. T162, T164, T166, T168 Unit 4, Lesson 30, TE pp. T310, T312, T314, T316 <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>High-Frequency Words</p> <p>Irregular High-Frequency Words</p> <p>Decodable Text Word Analyses</p> <p>Level C Decodable Text Word Analyses</p> <p>Listed are high-frequency words and the cumulative high-frequency words for every Level C decodable text.</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <ul style="list-style-type: none"> Routine 2: High-Frequency Words, p. 4 Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 Routine 2: High-Frequency Words Program Sample, p. 5 <p>Assessment</p> <p>Benchmark (Interactive)</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Level C, Part 1 Level C, Part 2 Level C, Part 3 <p>Benchmark PDF</p> <p>Benchmark Assessments</p> <p>High-Frequency Word Assessments</p> <p>High-Frequency Word Administration & Analyses</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher's Guide to High-Frequency Words</p> <p>What Are High-Frequency Words?</p> <p>Supporting Instruction of High-Frequency Words</p> <p>Use the Read/Spell/Write/Extend Routine</p> <p>Use Flashcards</p> <p>Build a Log of Cumulative Sentences</p> <p>Play <i>What's Missing?</i></p> <p>Play <i>Mix and Fix It</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.</p>	<p>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.</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
<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>d. Write legibly in manuscript; write all lower and uppercase cursive letters.</p>	<p>TE DIGITAL RESOURCES* Differentiation Supports Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction</p> <ul style="list-style-type: none"> Pencil Grip, p. 1 Posture, p. 2 Spacing, p. 3 Strokes, p. 3 General Tips, p. 4 Letter Formation Guide, pp. 5–8 <p>Letter Formation Practice Letter Formation Cards (cursive)</p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p>3.FL.F.5 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></p> <p><i>Read Connected Text</i></p> <p>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><u>TE DIGITAL RESOURCES*</u></p> <p><i>Units 1–6</i></p> <p>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.</p> <p>Unit 1, Lesson 2: Long a “State Fair” Lesson Plan</p> <p>Unit 2, Lesson 16: r-Controlled Vowel Syllables “Dependable Dogs” Lesson Plan</p> <p>Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Packing for a Trip” Lesson Plan</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><i>Lessons 1–30</i></p> <p>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>Lesson 3: Final Stable Syllables “Beekeeping”</p> <ul style="list-style-type: none"> Decodable Text, p. 9 Comprehension and Vocabulary/Writing: Write About It, p. 10 <p>Lesson 16: Final e Syllables “Garden Spiders”</p> <ul style="list-style-type: none"> Decodable Text, p. 33 Comprehension and Vocabulary/Writing: Write About It, p. 34 <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 28: Compound Words “Birdwatching” <ul style="list-style-type: none"> Decodable Text, p. 57 Comprehension and Vocabulary/Writing: Write About It, p. 58 <u>FLUENCY BOOSTER TEACHER’S COMPONENT*</u> 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 <u>INTERACTIVE PRACTICE BUNDLE*</u> 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 <ul style="list-style-type: none"> Level C “The Dog Walker” Interact with the Text and Lesson Plan COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO <ul style="list-style-type: none"> Level C “The Cooking Crew” Interact with the Text and Lesson Plan SHORT VOWELS/SHORT VOWEL REVIEW <ul style="list-style-type: none"> Level C “Back to School” Decodable Passage and Lesson Plan</p>
<p>3.FL.F.5 Read 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 style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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” <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 43/TE p. T48 <p style="text-align: center;"><i>continued</i></p> </p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read 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 style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 3, Lesson 19: Inflectional Endings -ed, -ing “A Wild Ride” <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 159/TE p. T196 Unit 4, Lesson 30: Contractions “It’s Show Time!” <ul style="list-style-type: none"> 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. <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 Home-School Connection Have students take home the decodable passage to read with their families. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Formative Assessments <ul style="list-style-type: none"> Fluency Assessment Guidance, p. 3 Formative <ul style="list-style-type: none"> Formative Assessments <ul style="list-style-type: none"> Fluency Assessment Guidance Differentiation Supports Additional Routines Fluency Routines and Minilessons, Level C <ul style="list-style-type: none"> Lesson 2: Introduce the Repeated Reading Fluency Routine Lesson 3: Model Fluency: Intonation </p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read 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 style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • 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 <p>Units 1-6</p> <p>Student and Family Resources</p> <p>Student Fluency Sentences</p> <p>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</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>Unit 1, Lesson 5: Long i</p> <p>“My Diary” Lesson Plan</p> <p>Unit 3, Lesson 19: Inflectional Endings -ed, -ing</p> <p>“A Wild Ride” Lesson Plan</p> <p>Unit 4, Lesson 30: Contractions</p> <p>“It’s Show Time!” Lesson Plan</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1-30</p> <p>Decodable Text</p> <p>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>Lesson 5: Long i</p> <p>“Tiger”</p> <ul style="list-style-type: none"> • Decodable Text, p. 11 • Comprehension and Vocabulary/Writing: Write About It, p. 12 <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read 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 style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 11: Complex Vowel /ô/ “Deep Thoughts” <ul style="list-style-type: none"> • Decodable Text, p. 23 • Comprehension and Vocabulary/Writing: Write About It, p. 24 Lesson 14: Final Stable Syllables “Oodles of Noodles” (poem) <ul style="list-style-type: none"> • Decodable Text, p. 29 • Comprehension and Vocabulary/Writing: Write About It, p. 30 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 <i>Short Vowels; Long a</i> “Cupcake the Snake” <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 67 Partner Reading 7 <i>Complex Vowel /ô/; Closed Syllables</i> “A Fable for All Times” <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 79 Partner Reading 13 <i>Related Words; Homophones</i> “You’re Joking!” <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 91 FLUENCY BOOSTER TEACHER’S COMPONENT* Lessons 1–30 Decodable Text Lesson Plan 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. During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read. 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. 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 </p> <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read 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 style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>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</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>INTERACTIVE PRACTICE BUNDLE*</p> <p>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.</p> <p>COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ō</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><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Daily Practice Build Fluency Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read 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 style="text-align: center;"><i>continued</i></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>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread 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>Context Clues: Definitions, Synonyms <i>Define It/Practice It/Try It</i> Define It Use this section of page 119 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • 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 <i>or, also, as, like, and too</i>. Tell students that commas can set off context clues, as with the words <i>or, very big</i>. • Unit 2, Lesson 14, SE p. 119/TE pp. T143–T144 <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Context Clues: Context Clues: Antonyms, General Clues <i>Define It/Practice It/Try It</i> Define It Use this section of page 127 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> 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 <i>but</i> can signal an antonym clue. Explain that other antonym signal words include <i>however</i> and <i>unlike</i>. 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 <i>arid</i>. Unit 2, Lesson 15, SE p. 127/TE pp. T153–T154 <p>End-of-Book Resources</p> <p>Types of Context Clues Writers use many types of context clues to help readers figure out the meanings of words.</p> <ul style="list-style-type: none"> General Definition Synonym Antonym Example Unit 2, Lesson 15, SE p. 256/TE p. T319 <p>TEACHER'S EDITION</p> <p>Read Connected Text Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><i>For example:</i> <i>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)</i></p> <p>"Unicorns of the Sea"</p> <ul style="list-style-type: none"> Unit 1, Lesson 7, SE p. 59/TE pp. T67–T68 <p>"Cow? Doe? Goat? Guess!"</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 125/TE pp. T151–T152 <p>"ZIP, Zap, Zoom!"</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, SE p. 241/TE pp. T299–T300
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FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>b. Form and use regular and irregular plural nouns.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Learn and Blend/Blend It Transition to Longer Words includes regular and irregular nouns.</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 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. 167/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
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>c. Use abstract nouns.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>d. Form and use regular and irregular verbs.</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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FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e. Form and use simple verb tenses.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. g. Form and use comparative and superlative adjectives and adverbs correctly.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. h. Use coordinating and subordinating conjunctions.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>j. Capitalize appropriate words in titles.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>k. Use commas in addresses.</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 BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <p>Write About It</p> <p>Write your address.</p> <ul style="list-style-type: none"> • SE p. 245/TE p. T304
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>l. Use commas and quotation marks in dialogue.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>m. Form and use possessives.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>n. Write a cohesive paragraph with a main idea and detailed structure.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.VA.7a 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.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION 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>Context Clues: Definitions, Synonyms <i>Define It/Practice It/Try It</i> Define It Use this section of page 119 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • 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. <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.VA.7a 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.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • 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 <i>or, also, as, like, and too</i>. Tell students that commas can set off context clues, as with the words <i>or, very big</i>. • Unit 2, Lesson 14, SE p. 119/TE pp. T143-T144 <p>Context Clues: Context Clues: Antonyms, General Clues <i>Define It/Practice It/Try It</i></p> <p>Define It Use this section of page 127 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • 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.
<p>3.FL.VA.7a 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.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Prefixes dis-, un-, pre-, re-</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 173/TE p. T214 <p>Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> • Unit 3, Lesson 23, SE p. 189/TE p. T234 <p>Prefixes im-, in-, non-, mis-, sub-</p> <ul style="list-style-type: none"> • Unit 3, Lesson 24, SE p. 197/TE p. T244 <p>Build Fluency Speed Drill Students underline the prefix or suffix each word.</p> <ul style="list-style-type: none"> • 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 <p>Read Connected Text Connected Text/Interact with the Text</p> <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 pp. T215-T216 <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “Join Our Walking School Bus!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 23, SE p. 191/TE pp. T235-T236 <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- “The Unbelievable Woolly Bear!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 24, SE p. 199/TE pp. T245-T246 <p style="text-align: center;"><i>continued</i></p>

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FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>3.FL.VA.7a 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.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort Sort It Out Students words according to prefix or suffix.</p> <ul style="list-style-type: none"> 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 <p>Word Study/Morphology Define It/Practice It/Try It</p> <p>Using Morphology: Prefixes and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 177/TE pp. T217–T218 <p>Related Words: Suffixes (-er, -est, able)</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238 <p>Using Morphology: Prefixes, Suffixes, and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 201/TE pp. T247–T248 <p>TEACHER’S EDITION</p> <p>Teacher Table: Intervention 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>Independent/Partner Work 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>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <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>Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Crow and the Pitcher”</p> <ul style="list-style-type: none"> Lesson 21, p. 44 <p style="text-align: center;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.VA.7a 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.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station” • Lesson 23, p. 48</p> <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- ”Inventions” • Lesson 24, p. 50</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.</p> <p>WORD STUDY SKILLS/PREFIXES • Level C (dis-, un-, pre-, re-) “Packing for a Trip” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/SUFFIXES • Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/PREFIXES • Level C (im-, in-, non-) “The Unbelievable Woolly Bear!” Interact with the Text and Lesson Plan</p>
<p>3.FL.VA.7a 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.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It</p> <p>Lesson 19: Inflectional Endings with Spelling Changes • Unit 3, Lesson 19, SE p. 157/TE pp. T193-T194</p> <p>Lesson 25: Related Words • Unit 3, Lesson 25, SE p. 205/TE pp. T253-T254</p> <p>Word Study/Morphology 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) • Unit 3, Lesson 19, SE p. 161/TE pp. T197-TT198</p> <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.FL.VA.7a 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.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p style="text-align: center;"><i>continued</i></p> <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>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>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>3.FL.VA.7a 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.</p> <p>iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>High-Frequency Syllables</p> <p>Connecting Phonics and Vocabulary</p> <p>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</p> <p>Write About It</p> <p>Quick Check</p> <p>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

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Distinguish the literal and nonliteral meanings of words and phrases in context.</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 For example: <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>3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ii. Identify real-life connections between words and their use.</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 Teacher Table: Intervention 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>3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</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
<p>3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Introduction Daily Practice <i>Write About It</i> Use the lesson words to create a story. Draw a box around the words from the list that you used.</p> <p>Prefixes dis-, un-, pre-, re-</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 173/TE p. T214 <p>Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE p. T234 <p>Prefixes im-, in-, non-, mis-, sub-</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 197/TE p. T244 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>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</p> <p>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</p> <p>Word Study/Morphology Define It/Practice It/Try It Using Morphology: Prefixes and Base Words • Unit 3, Lesson 21, SE p. 177/TE pp. T217–T218 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</p> <p>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</p> <p>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</p> <p style="text-align: center;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>	<p><i>continued</i></p> <p>TEACHER'S EDITION</p> <p><i>Teacher Table: Intervention</i></p> <p>High-Frequency Words</p> <p><i>For example:</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)</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></p> <p>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
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