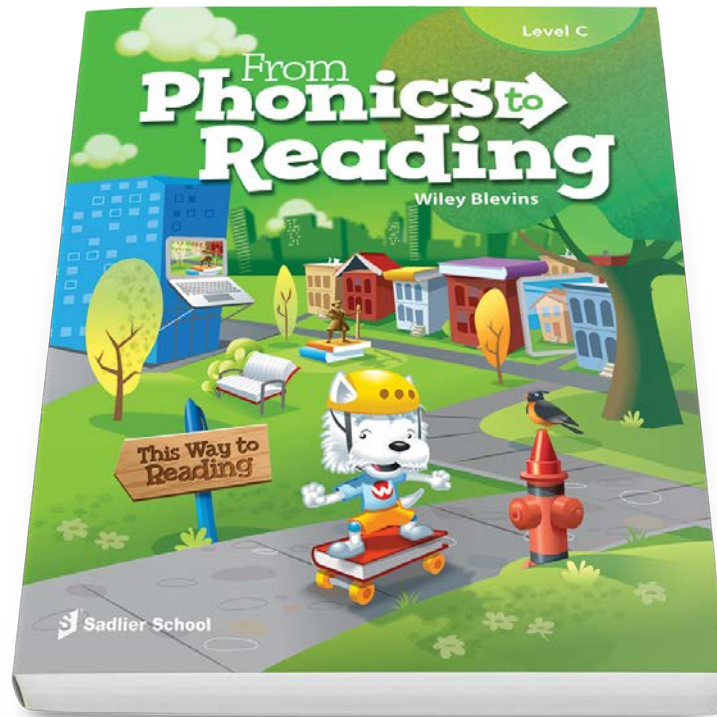


From Phonics to Reading

Correlation to the ELA Missouri Learning Standards:
Grade-Level Expectations

Grade 3



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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>3.RF.3.A.a Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS</p> <p><i>Lesson 4 Target Skill: Long e</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 33/TE pp. T35–T36 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 34/TE p. T36 <p>Read Connected Text</p> <p>“Brain Teaser”</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE p. 35/TE pp. T37–T38 <p>UNIT 2 SYLLABLE TYPES</p> <p><i>Lesson 15 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 123/TE pp. T149–T150 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 124/TE p. T150 <p>Read Connected Text</p> <p>“Cow? Doe? Goat? Guess!”</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 125/TE pp. T151–T152 <p><i>Lesson 18 Target Skill: Unaccented Final Syllables (words ending in -en, -on, -in, -ain)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 147/TE pp. T179–T180 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 148/TE p. T180 <p>Read Connected Text</p> <p>“Attention, Superhero Fans!”</p> <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 149/TE pp. T181–T182 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Beekeeping”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 4, p. 9 <p>“Oodles of Noodles”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 14, p. 29 <p>“The Dolphin Fountain”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 18, p. 37 <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.a Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> a. decoding multisyllabic words in context and independent of context by applying common spelling patterns 	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Long Vowels</p> <p style="text-align: center;"><i>Long e</i></p> <p>LEVEL C</p> <p>“Brain Teasers” “Beekeeping”</p> <p>Syllable Types</p> <p style="text-align: center;"><i>Vowel Team Syllables</i></p> <p>LEVEL C</p> <p>“Cow? Doe? Goat? Guess!” “Noisy Monkeys”</p> <p style="text-align: center;"><i>Unaccented Final Syllables</i></p> <p>LEVEL C</p> <p>“Attention, Superhero Fans!” “The Dolphin Fountain”</p>
<p>3.RF.3.A.b Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> b. decoding words that double final consonants when adding an ending <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 2 SYLLABLE TYPES</p> <p><i>Lesson 12 Target Skill: Closed Syllables</i></p> <p>Word Study/Morphology</p> <p>Adding Suffixes (double final consonant)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 12, SE p. 103/TE pp. T123-T124 <p><i>Lesson 17 Target Skill: Final e Syllables</i></p> <p>Word Study/Morphology</p> <p>Adding Suffixes with Spelling Changes</p> <ul style="list-style-type: none"> • Unit 2, Lesson 17, SE p. 143/TE pp. T173-T174 <p>UNIT 3 PREFIXES AND SUFFIXES</p> <p><i>Lesson 19 Target Skill: Inflectional Endings -ed, -ing</i></p> <p>Introduce Sound-Spelling</p> <p>Learn and Blend/Blend It (doubled final consonant)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 19, SE p. 157/TE pp. T193-T194 <p>Build Fluency: Speed Drill (doubled final consonant)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 19, SE p. 158/TE p. T194 <p>Read Connected Text</p> <p>“A Wild Ride”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 19, SE p. 159/TE pp. T195-T196 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.b Develop phonics in the reading process by:</p> <p style="padding-left: 20px;">b. decoding words that double final consonants when adding an ending</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 (doubled final consonant) • Unit 3, Lesson 19, SE p. 160/TE pp. T193, T195–T196</p> <p>Teacher-Table Intervention Think and Write/Dictation (model segmenting the word into syllables) • Unit 3, Lesson 19, TE p. T196</p> <p>Word Study/Morphology Related Words: Suffixes (-ed, -ing) (doubled final consonant) • Unit 3, Lesson 19, SE p. 161/TE pp. T197–T198</p> <p>Independent/Partner Work Word Building • Unit 3, Lesson 19, TE p. T199</p> <p>Cumulative Assessment: Fluency Check • Unit 3, Lesson 19, SE p. 164/TE pp. T201–T202</p> <p><i>Lesson 23 Target Skill: Suffixes -able, -ful, -less, -ness, -y, -ly</i></p> <p>Word Study/Morphology Related Words: Suffixes (-er, -est, -able) (doubled final consonant) • Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238</p> <p><i>Lesson 25 Target Skill: Related Words</i></p> <p>Word Study/Morphology Related Words: Prefixes and Suffixes (doubled final consonant) • Unit 3, Lesson 25, SE p. 209/TE pp. T257–T258</p> <p style="background-color: #004a7c; color: white; padding: 2px;">FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>Lesson 19 Target Skill: Inflectional Endings -ed, -ing “Game Day” • Fluency Booster Practice Book, Lesson 19, p. 39</p> <p>Partner Reading 10 “Name That Group” (Inflectional Endings with Spelling Changes; Irregular Plurals) • Fluency Booster Practice Book, p. 85</p> <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.b Develop phonics in the reading process by: b. decoding words that double final consonants when adding an ending</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library: Word Study Skills</i> <i>Inflectional Endings</i></p> <p>LEVEL A “A Wild Ride” “Game Day”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>
<p>3.RF.3.A.c Develop phonics in the reading process by: c. using the meaning of common prefixes and suffixes</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 21 Target Skill: Prefixes dis-, un-, pre-, re-</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 173/TE pp. T213–T214 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 174/TE p. T214 <p>Read Connected Text “Packing for a Trip”</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216 <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 176/TE pp. T213, T215–T216 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 180/TE pp. T221–T222 <p><i>Lesson 22 Target Skill: Suffixes -er, -or</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 3, Lesson 22, SE p. 181/TE pp. T223–T224 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 3, Lesson 22, SE p. 182/TE p. T224 <p>Read Connected Text “What Will I Be?”</p> <ul style="list-style-type: none"> Unit 3, Lesson 22, SE p. 183/TE pp. T225–T226 <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 22, SE p. 184/TE pp. T223, T225–T226 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 22, SE p. 188/TE pp. T231–T232 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.c Develop phonics in the reading process by: c. using the meaning of common prefixes and suffixes</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 22 Target Skill: Suffixes -er, -or “The Class Play” • Fluency Booster Practice Book, Lesson 22, p. 45</p> <p>Partner Reading 11 “Trucks, Trucks, Trucks” (Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)) • Fluency Booster Practice Book, p. 87</p> <p>Lesson 23 Target Skill: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station” • Fluency Booster Practice Book, Lesson 23, p. 47</p> <p>Partner Reading 12 “Life on Mars” (Suffixes (-able, -ful, -less, -ness, -y, -ly); Prefixes (im-, in-, non-, mis-, sub-)) • Fluency Booster Practice Book, p. 89</p> <p>Lesson 24 Target Skill: Prefixes im-, in-, non-, mis-, sub- “Inventions” • Fluency Booster Practice Book, Lesson 24, p. 49</p> <p>Partner Reading 12 “Life on Mars” (Suffixes (-able, -ful, -less, -ness, -y, -ly); Prefixes (im-, in-, non-, mis-, sub-)) • Fluency Booster Practice Book, p. 89</p> <p style="background-color: #4a4a8a; color: white; padding: 2px; text-align: center;">INTERACTIVE PRACTICE BUNDLE*</p> <p style="color: #800000;"><i>Decodable Library: Word Study Skills</i></p> <p style="text-align: center;">Prefixes dis-, un-, pre-, re-</p> <p style="text-align: center;">LEVEL C “Packing for a Trip” “Crow and the Pitcher”</p> <p style="text-align: center;">Prefixes im-, in-, non-</p> <p style="text-align: center;">LEVEL C “The Unbelievable Woolly Bear!” “Inventions”</p> <p style="text-align: center;">Suffixes -er, -or</p> <p style="text-align: center;">LEVEL C “What Will I Be?” “The Class Play”</p> <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

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3 Understand how English is written and read.

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<p>3.RF.3.A.d Develop phonics in the reading process by: d. using the meaning of homophones</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 4 MORE WORD STUDY SKILLS</p> <p>Lesson 26 Target Skill: Homophones</p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 215/TE pp. T267–T268 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 216/TE p. T268 <p>Read Connected Text</p> <p>“Fun Puns”</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 217/TE pp. T269–T270 <p>Word Sort: Sort It Out</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 218/TE pp. T267, T269–T270 <p>Teacher-Table Intervention</p> <p>Think and Write/Dictation</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, TE p. T270 <p>Use in Context</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, TE pp. T272, T274 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 221/TE pp. T273–T274 <p>Cumulative Assessment: Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 222/TE pp. T275–T276 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Deer Diary”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 26, p. 53 <p>Partner Reading 13</p> <p>“You’re Joking!” (Related Words; Homophones)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 91 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.d Develop phonics in the reading process by: d. using the meaning of homophones</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library: Word Study Skills</i> Homophones</p> <p>LEVEL C “Fun Punds” “Deer Diary”</p> <p><i>Interactive Instruction and Practice</i> Sort It</p>
<p>3.RF.3.A.e Develop phonics in the reading process by: e. decoding known and unknown words by spelling patterns</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 2 SYLLABLE TYPES</p> <p><i>Lesson 15 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 123/TE pp. T149-T150 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 124/TE p. T150 <p>Read Connected Text “Cow? Doe? Goat? Guess!”</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 125/TE pp. T151-T152 <p>High-Frequency Syllables: Connecting Phonics and Vocabulary</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 128/TE pp. T155-T156 <p><i>Lesson 16 Target Skill: r-Controlled Vowel Syllables</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 2, Lesson 16, SE p. 131/TE pp. T159-T160 <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 16, SE p. 132/TE p. T160 <p>Read Connected Text “Dependable Dogs”</p> <ul style="list-style-type: none"> Unit 2, Lesson 16, SE p. 133/TE pp. T161-T162 <p>High-Frequency Syllables: Connecting Phonics and Vocabulary</p> <ul style="list-style-type: none"> Unit 2, Lesson 16, SE p. 136/TE pp. T165-T166 <p><i>Lesson 17 Target Skill: Final e Syllables</i></p> <p>Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 139/TE pp. T169-T170 <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

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<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.e Develop phonics in the reading process by: e. decoding known and unknown words by spelling patterns</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Build Fluency: Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 140/TE p. T170 <p>Read Connected Text</p> <p>“A Nice Surprise”</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 141/TE pp. T171–T172 <p>High-Frequency Syllables: Connecting Phonics and Vocabulary</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 144/TE pp. T175–T176 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Noisy Monkeys”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 15, p. 31 <p>“Garden Spiders”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 16, p. 33 <p>“Milkshake for Breakfast”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 17, p. 35 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Syllable Types</p> <p style="text-align: center;"><i>Vowel Team Syllables</i></p> <p>LEVEL B</p> <p>“Fireboats”</p> <p>“By the Seacoast”</p> <p>“The Mural”</p> <p>“Hot Air Balloons”</p> <p>LEVEL C</p> <p>“Cow? Doe? Goat? Guess!”</p> <p>“Noisy Monkeys”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Connect It</p> <p>Is It a Word?</p> <p>Sort It</p> <p>Build It</p> <p>Sound It, Spell It</p> <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.e Develop phonics in the reading process by: e. decoding known and unknown words by spelling patterns</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Decodable Library</i> r-Controlled Vowels</p> <p style="text-align: right;"><i>r-Controlled ä_r</i></p> <p>LEVEL A “On the Farm” “Star Art”</p> <p>LEVEL B “Sparky” “A Jar Garden”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p style="text-align: right;"><i>r-Controlled û</i></p> <p>LEVEL A “Pam Gets Hurt” “The Birds”</p> <p>LEVEL B “Escape from Danger” “Ask Nurse Kitty”</p> <p>LEVEL C “Pop, Pop, Popcorn” “Proverbs”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It <i>Decodable Library</i> Final e</p> <p style="text-align: right;"><i>Final e (a_e)</i></p> <p>LEVEL K “The Hat” “Same for Sam”</p> <p style="text-align: right;"><i>Final e (o_e, i_e)</i></p> <p>LEVEL K “The Bike Ride” “Kites”</p> <p style="text-align: center;"><i>continued</i></p>



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3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.e Develop phonics in the reading process by: e. decoding known and unknown words by spelling patterns</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">Final e (o_e, i_e)</p> <p>LEVEL K “The Bike Ride” “Kites”</p> <p style="text-align: center;">Final e (a_e, i_e)</p> <p>LEVEL A “The Big Race” “Ice Is Nice”</p> <p style="text-align: center;">Final e (o_e, u_e, e_e)</p> <p>LEVEL A “Let’s Bake a Cake” “Pete’s Note”</p> <p style="text-align: center;">Final e (a_e, i_e, o_e, u_e, e_e)</p> <p>LEVEL B “A Place in Space” “Fun and Games”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i> Comprehensive Phonics Survey</p> <ul style="list-style-type: none"> • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments <p>Reading Observation Form</p> <ul style="list-style-type: none"> • Formative, Formative Assessments
<p>3.RF.3.A.f Develop phonics in the reading process by: f. reading irregularly spelled high-frequency words</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Teacher Table Intervention High-Frequency Words</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, TE pp. T38, T40, T42, T44 • Unit 2, Lesson 12, TE pp. T122, T124, T126, T128 • Unit 3, Lesson 21, TE pp. T216, T218, T220, T222 <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3.A.f Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> f. reading irregularly spelled high-frequency words 	<p style="text-align: center;"><i>continued</i></p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>High-Frequency Words High-Frequency Word List: Level C Irregular High-Frequency Words</p> <p><i>Assessment</i></p> <p>High-Frequency Words Level C, Part 1 Level C, Part 2</p> <ul style="list-style-type: none"> • Benchmark (Interactive) <p>High-Frequency Word Assessments</p> <ul style="list-style-type: none"> • Benchmark (PDF) <p><i>Differentiation Supports</i></p> <p>Teacher’s Guide to High-Frequency Words</p> <ul style="list-style-type: none"> • Additional Routines

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>3.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Read Connected Text</p> <p>“My Diary”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE p. 43/TE pp. T47–T48 <p>“The Monster Pumpkin”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 12, SE p. 101/TE pp. T121–T122 <p>“Packing for a Trip”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216 <p>Independent/Partner Work</p> <p>Build Fluency (reread connected text)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. T47 • Unit 2, Lesson 12, TE p. T122 • Unit 3, Lesson 21, TE p. T216 <p style="text-align: center;"><i>continued</i></p>

SE = Student Edition / TE = Teacher’s Edition

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READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p>	<p style="text-align: center;"><i>continued</i></p> <p>Home-School Connection Build Fluency (practice reading passage orally with families at home/practice reading the five Student Fluency Sentences)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T49 Unit 2, Lesson 12, TE p. T124 Unit 3, Lesson 21, TE p. T218 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>“Tiger”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 5, p. 11 <p>Partner Reading 3</p> <p>“A Huge Hike” (Long i; Long u)</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 71 <p>“Little Bug”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 4, pp. 15–16 <p>“Ice Is Nice!”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 12, pp. 47–48 <p>“The Birds”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 21, pp. 83–84 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i></p> <p>Fluency Assessment Guidance</p> <ul style="list-style-type: none"> Formative, Formative Assessments <p><i>Differentiation Supports</i></p> <p>Teacher’s Guide to Fluency (Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy)</p> <ul style="list-style-type: none"> Additional Routines <p>From Fluency to Comprehension Fluency Routines and Minilessons, Level C (repeated reading fluency routine and fluency minilesson for each of the 30 Level C lessons)</p> <ul style="list-style-type: none"> Additional Routines <p><i>Each Unit</i></p> <p>Student and Family Resources Student Fluency Sentences</p>



READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>3.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use or self-correct word recognition and understanding, rereading as necessary</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study/Morphology</p> <p>Context Clues: General Clues</p> <ul style="list-style-type: none"> Unit 1, Lesson 6, SE p. 53/ TE p. T60 <p>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, General Clues</p> <ul style="list-style-type: none"> Unit 2, Lesson 15, SE p. 127/TE p. T154 <p>Read Connected Text (use context to confirm or self-correct word recognition)</p> <p>“Unicorns of the Sea”</p> <ul style="list-style-type: none"> Unit 1, Lesson 7, SE p. 59/TE p. T68 <p>“Bugs for Dinner”</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 117/TE p. T142 <p>“It’s Show Time!”</p> <ul style="list-style-type: none"> Unit 4, Lesson 30, SE p. 249/TE p. T310 <p>End-of-Book Resources</p> <p>Types of Context Clues</p> <ul style="list-style-type: none"> TE p. T319



LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>3.L.1.B.a In written text: a. write legibly (print, cursive)</p>	<p>OTHER DIGITAL RESOURCES* <i>Differentiation Supports</i> Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction Letter Formation Practice Teacher’s Guide to Print Concepts, Benchmark (PDF) Comprehensive Phonics Survey Formative Assessments Cumulative Spelling Sentences</p>
<p>3.L.1.B.h In written text: h. use spelling patterns and generalizations to spell compound words</p>	<p>STUDENT EDITION/TEACHER’S EDITION UNIT 4 MORE WORD STUDY SKILLS <i>Lesson 28 Target Skill: Compound Words</i> Introduce Sound-Spelling/Spelling Learn and Blend/Blend It • Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288 Build Fluency: Speed Drill • Unit 4, Lesson 28, SE p. 232/TE p. T288 Word Sort: Sort It Out • Unit 4, Lesson 28, SE p. 234/TE pp. T283, T285–T286 Teacher-Table Intervention Think and Write/Dictation • Unit 4, Lesson 28, TE p. 290 Word Building • Unit 4, Lesson 28, TE p. T292 Word Ladder • Unit 4, Lesson 28, TE p. T234 Writing Extension: Write About It • Unit 4, Lesson 28, SE p. 237/TE pp. T293–T294</p>
<p>3.L.1.B.i In written text: i. spell words that double the consonant</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 19 Target Skill: Inflectional Endings -ed, -ing</i> Introduce Sound-Spelling/Spelling Learn and Blend/Blend It (double the final consonant) • Unit 3, Lesson 19, SE p. 157/TE pp. T193–T194</p> <p style="text-align: right;"><i>continued</i></p>



LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.L.1.B.i In written text: i. spell words that double the consonant</p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Daily Practice Spell It • Unit 3, Lesson 19, SE p. 157/TE p. T194</p> <p>Build Fluency: Speed Drill • Unit 3, Lesson 19, SE p. 158/TE p. T194</p> <p>Word Sort: Sort It Out • Unit 3, Lesson 19, SE p. 160/TE pp. T193, T195–T196</p> <p>Spelling (optional) • Unit 3, Lesson 19, TE pp. T195, T197, T199, T201</p> <p>Word Study/Morphology Related Words: Suffixes (-ed, -ing) • Unit 3, Lesson 19, SE p. 161/TE pp. T197–T198</p> <p>Independent/Partner Work Word Building • Unit 3, Lesson 19, TE p. T199</p> <p>Writing Extension: Write About It • Unit 3, Lesson 19, SE p. 163/TE pp. T199–T200</p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Professional Development</i> Spelling Instructional Guide • Instructional Guides</p> <p><i>Assessment</i> Comprehensive Spelling Survey • Benchmark (PDF), Benchmark Assessments</p> <p>Cumulative Spelling Sentences • Formative, Formative Assessments</p>