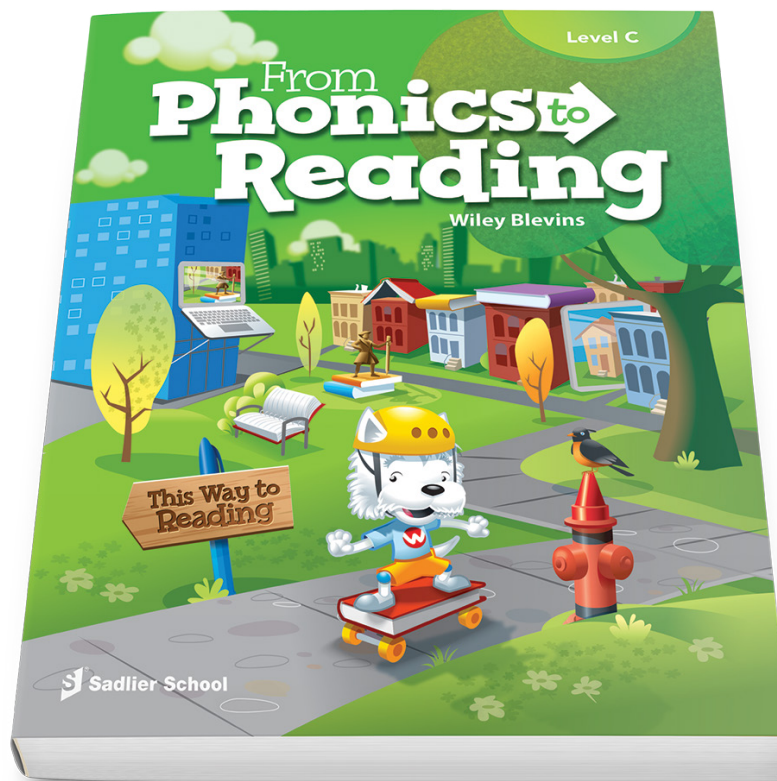


From Phonics to Reading

Correlation to Arizona's English Language Arts Standards

3rd Grade



Contents

Reading Standards: Foundational Skills	
Phonics and Word Recognition.	2
Fluency.	8
Writing Standards: Foundational Skills	
Sound-Letter Basics and Handwriting.	13
Spelling.	13

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes</p>	<p>Introduction: Prefixes dis-, un-, pre-, re- Student Edition & Teacher's Edition, Unit 3, Lesson 21, SE p. 173/TE p. T214</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 21, TE p. T213</p> <p>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly Student Edition & Teacher's Edition, Unit 3, Lesson 23, SE p. 189/TE p. T234</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 23, TE p. T233</p> <p>Introduction: Prefixes im-, in-, non-, mis-, sub- Student Edition & Teacher's Edition, Unit 3, Lesson 24, SE p. 197/TE p. T244</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 24, TE p. T243</p> <hr/> <p>Word Study/Morphology: Related Words: Suffixes (-er, -est, able) Student Edition & Teacher's Edition, Unit 3, Lesson 23, SE p. 193/TE p. T238</p> <p>Word Study/Morphology: Related Words: Suffixes (-er, -est, able) Lesson Plan: Teacher's Edition, Unit 3, Lesson 23, TE p. T237</p> <p>Word Study/Morphology: Related Words: Prefixes and Suffixes Student Edition & Teacher's Edition: Unit 3, Lesson 25, SE p. 209/TE p. T258</p> <p>Word Study/Morphology: Related Words: Prefixes and Suffixes Lesson Plan: Teacher's Edition, Unit 3, Lesson 25, TE p. T257</p> <p>Word Study/Morphology: Using Morphology: Prefixes and Roots Student Edition & Teacher's Edition: Unit 4, Lesson 28, SE p. 235/TE p. T292</p> <p>Word Study/Morphology: Using Morphology: Prefixes and Roots Lesson Plan: Teacher's Edition, Unit 4, Lesson 28, TE p. T291</p>
<p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>b. Decode words with common Latin suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Word Study/Morphology: Final Stable Syllables (-tion/-sion, -ture/-sure) Student Edition & Teacher's Edition, Unit 1, Lesson 11, SE p. 93/TE p. T110</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>b. Decode words with common Latin suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology: Final Stable Syllables (-tion/-sion, -ture/-sure) Lesson Plan: Teacher's Edition, Unit 1, Lesson 11, TE p. T109</p> <p>Word Study/Morphology: Related Words: Suffixes (-er, -est, able) Student Edition & Teacher's Edition: Unit 3, Lesson 23, SE p. 193/TE p. T238</p> <p>Word Study/Morphology: Related Words: Suffixes (-er, -est, able) Lesson Plan: Teacher's Edition, Unit 3, Lesson 23, TE p. T237</p> <hr/> <p>Introduction: Final Stable Syllables (-tion, -sion, -ture, -sure) Student Edition & Teacher's Edition, Unit 2, Lesson 14, SE p. 115/TE p. T140</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 14, TE p. T139</p> <p>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly Student Edition & Teacher's Edition: Unit 3, Lesson 23, SE p. 189/TE p. T242</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition: Unit 3, Lesson 23, TE p. T233</p>
<p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Closed Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 12, SE p. 99/TE p. T120</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 12, TE p. T119</p> <hr/> <p>Introduction: Open Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 13, SE p. 107/TE p. T130</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 13, TE p. T129</p> <p>Introduction: Final Stable Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 14, SE p. 115/TE p. T140</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 14, TE p. T139</p> <hr/> <p>Introduction: Vowel Team Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 15, SE p. 123/TE p. T150</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T149</p> <p>Introduction: r-Controlled Vowel Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 16, SE p. 131/TE p. T160</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T159</p> <hr/> <p>Introduction: Final e Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 139/TE p. T170</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T169</p> <hr/> <p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 100/TE p. T120 Student Edition & Teacher’s Edition, Unit 2, Lesson 13, SE p. 108/TE p. T130 Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 116/TE p. T140 Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 124/TE p. T150 Student Edition & Teacher’s Edition, Unit 2, Lesson 16, SE p. 132/TE p. T160 Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 140/TE p. T170</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T120 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T130 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T140 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T160 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T170</p> <hr/> <p>Read Connected Text: “The Monster Pumpkin” Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 101/TE p. T122 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T121</p> <p>Read Connected Text: “Coding Camp for Kids!” Student Edition & Teacher’s Edition, Unit 2, Lesson 13, SE p. 109/TE p. T132 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T131</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Bugs for Dinner” Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 117/TE p. T142 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141</p> <p>Read Connected Text: “Cow? Doe? Goat? Guess!” Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 125/TE p. T152 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T151</p> <p>Read Connected Text: “Dependable Dogs” Student Edition & Teacher’s Edition, Unit 2, Lesson 16, SE p. 133/TE p. T162 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T161</p> <p>Read Connected Text: “A Nice Surprise” Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 141/TE p. T172 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T171</p> <hr/> <p>Word Sort: Sort It Out Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 102/TE p. TT121 Student Edition & Teacher’s Edition, Unit 2, Lesson 13, SE p. 110/TE p. TT131 Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 118/TE p. TT141 Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 126/TE p. TT151 Student Edition & Teacher’s Edition, Unit 2, Lesson 16, SE p. 134/TE p. TT161 Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 142/TE p. TT171</p> <p>Word Sort: Sort It Out Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T121 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T131 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T151 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T161 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T171</p> <hr/> <p>Decodable Text: “Rabbit Facts” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 12: Closed Syllables</p> <p style="text-align: center;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p>	<p style="text-align: center;"><i>continued</i></p> <p>“Rabbit Facts” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 12: Closed Syllables</p> <p>Decodable Text: “Our Planets Poster” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 13: Open Syllables</p> <p>“Our Planets Poster” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 13: Open Syllables</p> <p>Decodable Text: “Oodles of Noodles” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 14: Final Stable Syllables</p> <p>“Oodles of Noodles” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 14: Final Stable Syllables</p> <p>Decodable Text: “Noisy Monkeys” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 15: Vowel Team Syllables</p> <p>“Noisy Monkeys” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 15: Vowel Team Syllables</p> <p>Decodable Text: “Garden Spiders” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 16: r-Controlled Vowel Syllables</p> <p>“Garden Spiders” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 16: r-Controlled Vowel Syllables</p> <p>Decodable Text: “Milkshake for Breakfast” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 17: Final e Syllables</p> <p>“Milkshake for Breakfast” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 17: Final e Syllables</p> <p>End-of-Book Resources: “Reading Big Words” Strategy (look for familiar spelling patterns/think about the six syllable-spelling patterns) Teacher’s Edition, TE p. T318</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>d. Read grade-level appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>Irregular Plurals</i></p> <p>Introduction: Irregular Plurals Student Edition & Teacher's Edition, Unit 3, Lesson 20, SE p. 165/TE p. T204</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 20, TE p. T203</p>
	<p>Build Fluency: Speed Drill: Irregular Plurals Student Edition & Teacher's Edition, Unit 3, Lesson 20, SE p. 166/TE p. T204</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher's Edition, Unit 3, Lesson 20, TE p. T204</p>
	<p>Word Sort: Sort It Out: Irregular Plurals Student Edition & Teacher's Edition, Unit 3, Lesson 20, SE p. 168/TE p. T206</p> <p>Word Sort: Sort It Out (Irregular Plurals) Lesson Plan: Teacher's Edition, Unit 3, Lesson 20, TE p. T205</p>
	<p>Word Study/Morphology: Irregular Plurals Student Edition & Teacher's Edition, Unit 3, Lesson 20, SE p. 169/TE p. T208</p> <p>Word Study/Morphology: Irregular Plurals Lesson Plan: Teacher's Edition, Unit 3, Lesson 20, TE p. T207</p>
	<p>Teacher Table Intervention: Word Building (Irregular Plurals) Teacher's Edition, Unit 3, Lesson 20, TE p. T208</p>
	<p>Independent/Partner Work: Word Building (Irregular Plurals) Teacher's Edition, Unit 3, Lesson 20, TE p. T209</p>
	<p style="text-align: center;"><i>High-Frequency Words</i></p> <p>Teacher Table Intervention: High-Frequency Words Teacher's Edition, Unit 1, Lesson 2, TE p. T18 Teacher's Edition, Unit 2, Lesson 15, TE p. T152 Teacher's Edition, Unit 3, Lesson 20, TE p. T206 Teacher's Edition, Unit 4, Lesson 28, TE p. T290</p>
	<p>Irregular High-Frequency Words SadlierConnect.com, Level B, Overview, High-Frequency Words</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p>Read Connected Text: “The Cooking Crew” Student Edition & Teacher’s Edition, Unit 1, Lesson 9, SE p. 75/ TE p. T88</p> <p>Read Connected Text: “The Cooking Crew” Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T87</p> <p>Read Connected Text: “Attention, Superhero Fans!” Student Edition & Teacher’s Edition, Unit 2, Lesson 18, SE p. 149/TE p. T182</p> <p>Read Connected Text: “Attention, Superhero Fans!” Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181</p> <p>Read Connected Text: “The Unbelievable Woolly Bear!” Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 199/TE p. T246</p> <p>Read Connected Text: “The Unbelievable Woolly Bear!” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Decodable Text: “Books and More” Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Short oo, Long oo</p> <p>“Books and More” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 1-11, Decodable Text Lesson Plan, Lesson 9: Short oo, Long oo</p> <p>Decodable Text Lesson Plan: “The Dolphin Fountain” Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 18: Unaccented Final Syllables</p> <p>“The Dolphin Fountain” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 18: Unaccented Final Syllables</p> <p>Decodable Text Lesson Plan: “Inventions” Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub</p> <p>“Inventions” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 19-24, Decodable Text Lesson Plan, Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>3.RF.4 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: right;"><i>continued</i></p>	<p>Read Connected Text: “The Cooking Crew” Student Edition & Teacher’s Edition, Unit 1, Lesson 9, SE p. 75/TE p. T88</p> <p>Read Connected Text (have children chorally read the passage aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T87</p> <p>Read Connected Text: “Attention, Superhero Fans!” Student Edition & Teacher’s Edition, Unit 2, Lesson 18, SE p. 149/TE p. T182</p> <p>Read Connected Text (have children chorally read the passage aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181</p> <p>Read Connected Text: “The Unbelievable Woolly Bear!” Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 199/TE p. T246</p> <p>Read Connected Text (have children chorally read the passage aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Independent Partner Work: Build Fluency (reread decodable texts) Teacher’s Edition: Unit 1, Lesson 9, TE p. T87 Teacher’s Edition, Unit 2, Lesson 18, TE p. T181 Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Home-School Connection (children read stories to their families) Teacher’s Edition: Unit 1, Lesson 9, TE p. T89 Teacher’s Edition, Unit 2, Lesson 18, TE p. T184 Teacher’s Edition, Unit 3, Lesson 24, TE p. T248</p> <hr/> <p>Teacher Table Intervention: Reread Connected Text Teacher’s Edition, Unit 1, Lesson 9, TE p. T90 Teacher’s Edition, Unit 2, Lesson 18, TE p. T185 Teacher’s Edition, Unit 3, Lesson 24, TE p. T249</p> <hr/> <p>Reread Connected Text/Write Teacher’s Edition, Unit 1, Lesson 9, TE p. T91 Teacher’s Edition, Unit 2, Lesson 18, TE p. T186 Teacher’s Edition, Unit 3, Lesson 24, TE p. T250</p> <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.4 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>Teacher Table Intervention: Reread and Write (guide students through a repeated choral reading) Teacher's Edition, Unit 1, Lesson 9, TE p. T94 Teacher's Edition, Unit 2, Lesson 18, TE p. T189 Teacher's Edition, Unit 3, Lesson 24, TE p. T253</p> <hr/> <p>Decodable Text: "Books and More" Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Short oo, Long oo</p> <p>"Books and More" Lesson Plan During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 1-11, Decodable Text Lesson Plan, Lesson 9: Short oo, Long oo</p> <p>Decodable Text Lesson Plan: "The Dolphin Fountain" Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 18: Unaccented Final Syllables</p> <p>"The Dolphin Fountain" Lesson Plan During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 18: Unaccented Final Syllables</p> <p>Decodable Text Lesson Plan: "Inventions" Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub</p> <p>"Inventions" Lesson Plan During Reading: Have children whisper-read/do a choral read. Fluency Plan: On the next day, have partners reread the text/ after that, have children independently reread the text. SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 19-24, Decodable Text Lesson Plan, Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p> <hr/> <p>Teacher's Guide to Fluency Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level C, Differentiation Supports, Additional Routines</p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Word Study/Morphology: Context Clues: General Clues Student Edition & Teacher's Edition, Unit 1, Lesson 6, SE p. 53/TE p. T60</p> <p>Word Study/Morphology: Context Clues: General Clues Lesson Plan: Teacher's Edition, Unit 1, Lesson 6, TE p. T59</p> <p>Word Study/Morphology: Context Clues: Definitions, Synonyms Student Edition & Teacher's Edition, Unit 2, Lesson 14, SE p. 119/TE p. T144</p> <p>Word Study/Morphology: Context Clues: Definitions, Synonyms Lesson Plan: Teacher's Edition, Unit 2, Lesson 14, TE p. T143</p> <p>Word Study/Morphology: Context Clues: Antonyms, General Clues Student Edition & Teacher's Edition, Unit 2, Lesson 15, SE p. 127/TE p. T154</p> <p>Word Study/Morphology: Context Clues: Antonyms, General Clues Teacher's Edition, Unit 2, Lesson 15, TE p. T153</p> <hr/> <p>Read Connected Text: "Unicorns of the Sea" Student Edition & Teacher's Edition, Unit 1, Lesson 7, SE p. 59/TE p. T68</p> <p>Read Connected Text: "My Diary" (use context to confirm or self-correct word recognition) Lesson Plan: Teacher's Edition, Unit 1, Lesson 7, TE p. T67</p> <p>Read Connected Text: "Bugs for Dinner" Student Edition & Teacher's Edition, Unit 2, Lesson 14, SE p. 117/TE p. T142</p> <p>Read Connected Text: "Bugs for Dinner" (use context to confirm or self-correct word recognition) Lesson Plan: Teacher's Edition, Unit 2, Lesson 14, TE p. T141</p> <p>Read Connected Text: "It's Show Time!" Student Edition & Teacher's Edition, Unit 4, Lesson 30, SE p. 249/TE p. T310</p> <p>Read Connected Text: "It's Show Time!" (use context to confirm or self-correct word recognition) Lesson Plan: Teacher's Edition, Unit 4, Lesson 30, TE p. T309</p> <hr/> <p>Introduction: Short oo and Long oo Reading in Context (context sentences) Student Edition & Teacher's Edition, Unit 1, Lesson 9, SE p. 73/TE p. T86</p> <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduce Sound-Spelling: Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 9, TE p. T85</p> <p>Introduction: Related Words Reading in Context (context sentences) Student Edition & Teacher's Edition, Unit 3, Lesson 25, SE p. 205/TE p. T254</p> <p>Introduce Sound-Spelling: Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 25, TE p. T253</p> <p>Introduction: Compound Words Reading in Context (context sentences) Student Edition & Teacher's Edition, Unit 4, Lesson 28, SE p. 231/TE p. T288</p> <p>Introduce Sound-Spelling: Blend It Lesson Plan: Teacher's Edition, Unit 4, Lesson 28, TE p. T287</p> <hr/> <p>End-of-Book Resources: Types of Context Clues Teacher's Edition, TE p. T319</p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
3.WF.1 Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case.	N/A
3.WF.1 Demonstrate and apply handwriting skills. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	<p>Writing Extension: Write About It (reread the passage/write what you learned) Student Edition & Teacher's Edition, Unit 1, Lesson 11, SE p. 95/ TE p. T112 Student Edition & Teacher's Edition, Unit 2, Lesson 15, SE p. 129/TE p. T156 Student Edition & Teacher's Edition, Unit 3, Lesson 24, SE p. 203/TE p. T250</p> <p>Reread Connected Text/Write: Write About It Lesson Plan: Teacher's Edition, Unit 1, Lesson 11, TE p. T111 Lesson Plan: Teacher's Edition, Unit 2, Lesson 15, TE p. T155 Lesson Plan: Teacher's Edition, Unit 3, Lesson 24, TE p. T249</p>

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
3.WF.3 Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).	<p>Introduction: Complex Vowel /ô/ (au, aw, a(lk), a(lt), a(ll), ough, augh) Student Edition & Teacher's Edition, Unit 1, Lesson 11, SE p. 89/ TE p. T106</p> <p>Introduce Sound-Spelling (Complex Vowel /ô/) Lesson Plan: Teacher's Edition, Unit 1, Lesson 11, TE p. T105</p> <p>Spelling Teacher's Edition, Unit 1, Lesson 11, TE p. T105 Teacher's Edition, Unit 1, Lesson 11, TE p. T107 Teacher's Edition, Unit 1, Lesson 11, TE p. T109 Teacher's Edition, Unit 1, Lesson 11, TE p. T111 Teacher's Edition, Unit 1, Lesson 11, TE p. T113</p> <p>Word Sort: Sort It Out Student Edition & Teacher's Edition, Unit 1, Lesson 11, SE p. 92/ TE p. T108</p> <p>Word Sort: Sort It Out (sort according to patterns: au, aw, a(lk), ough)) Lesson Plan: Teacher's Edition, Unit 1, Lesson 11, TE p. T107</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 1, Lesson 11, SE p. 95/ TE p. T112</p> <p>Reread Connected Text/Write: Write About It (spell single-syllable words with less common and complex graphemes) Lesson Plan: Teacher's Edition, Unit 1, Lesson 11, TE p. T111</p>
<p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>d. Spell regular two-and three-syllable words that:</p> <ol style="list-style-type: none"> Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">Closed Syllables</p> <p>Introduction: Closed Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 12, SE p. 99/TE p. T120</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 12, TE p. T119</p> <hr/> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 2, Lesson 12, SE p. 105/TE p. T126</p> <p>Reread Connected Text/Write: Write About It (spell words with a closed syllable/combine with other types) Lesson Plan: Teacher's Edition, Unit 2, Lesson 12, TE p. T125</p> <hr/> <p style="text-align: center;">VCe (Vowel-Consonant-Silent e) Syllables</p> <p>Introduction: Final e Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 17, SE p. 139/TE p. T170</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 17, TE p. T169</p> <hr/> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 2, Lesson 17, SE p. 145/TE p. T176</p> <p>Reread Connected Text/Write: Write About It (spell words with final e syllables /combine with other types) Lesson Plan: Teacher's Edition, Unit 2, Lesson 17, TE p. T175</p> <hr/> <p style="text-align: center;">Open Syllables</p> <p>Introduction: Open Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 13, SE p. 107/TE p. T130</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 13, TE p. T129</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>d. Spell regular two-and three-syllable words that:</p> <ol style="list-style-type: none"> 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 2, Lesson 13, SE p. 113/TE p. T136</p> <p>Reread Connected Text/Write: Write About It (spell words with an open syllable /combine with other types) Lesson Plan: Teacher's Edition, Unit 2, Lesson 13, TE p. T135</p> <hr/> <p style="text-align: center;">Vowel Team Syllables</p> <p>Introduction: Vowel Team Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 15, SE p. 123/TE p. T150</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 15, TE p. T149</p> <hr/> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 2, Lesson 15, SE p. 129/TE p. T156</p> <p>Reread Connected Text/Write: Write About It (spell words with vowel team syllables/combine with other types) Lesson Plan: Teacher's Edition, Unit 2, Lesson 15, TE p. T155</p> <hr/> <p style="text-align: center;">Vowel-r Syllables</p> <p>Introduction: r-Controlled Vowel Syllables Student Edition & Teacher's Edition, Unit 2, Lesson 16, SE p. 131/TE p. T160</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 16, TE p. T159</p> <hr/> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 2, Lesson 16, SE p. 137/TE p. T166</p> <p>Reread Connected Text/Write: Write About It (spell words with r-controlled syllables/combine with other types) Lesson Plan: Teacher's Edition, Unit 2, Lesson 16, TE p. T165</p> <hr/> <p style="text-align: center;">Consonant le Syllables</p> <p>Introduction: Final Stable Syllables (-le) Student Edition & Teacher's Edition, Unit 2, Lesson 14, SE p. 115/TE p. T140</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 14, TE p. T139</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>d. Spell regular two-and three-syllable words that:</p> <ol style="list-style-type: none"> 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le 	<p style="text-align: center;"><i>continued</i></p> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 2, Lesson 14, SE p. 121/TE p. T146</p> <p>Reread Connected Text/Write: Write About It (spell words with consonant -le syllables/combine with other types) Lesson Plan: Teacher's Edition, Unit 2, Lesson 14, TE p. T145</p> <hr/> <p>End-of-Book Resources: "Reading Big Words" Strategy (six syllable spelling patterns) Teacher's Edition, TE p. T318</p>
<p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>d. Spell regular two-and three-syllable words that:</p> <ol style="list-style-type: none"> 2. Include common, transparent prefixes and suffixes (e.g., <i>re-</i>, <i>pre-</i>, <i>sub-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>; <i>-able</i>, <i>-ness</i>, <i>-ful</i>, <i>-tion</i>). <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Prefixes dis-, un-, pre-, re- Student Edition & Teacher's Edition, Unit 3, Lesson 21, SE p. 173/TE p. T214</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 21, TE p. T213</p> <p>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly Student Edition & Teacher's Edition, Unit 3, Lesson 23, SE p. 189/TE p. T234</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 23, TE p. T23</p> <p>Introduction: Prefixes im-, in-, non-, mis-, sub- Student Edition & Teacher's Edition, Unit 3, Lesson 24, SE p. 197/TE p. T244</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 24, TE p. T243</p> <hr/> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 3, Lesson 21, SE p. 179/TE p. T220</p> <p>Reread Connected Text/Write: Write About It (spell words with prefixes) Lesson Plan: Teacher's Edition, Unit 3, Lesson 21, TE p. T219</p> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 3, Lesson 23, SE p. 195/TE p. T240</p> <p>Reread Connected Text/Write: Write About It (spell words with suffixes) Lesson Plan: Teacher's Edition, Unit 3, Lesson 23, TE p. T239</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>d. Spell regular two-and three-syllable words that:</p> <ol style="list-style-type: none"> 2. Include common, transparent prefixes and suffixes (e.g., <i>re-</i>, <i>pre-</i>, <i>sub-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>; <i>-able</i>, <i>-ness</i>, <i>-ful</i>, <i>-tion</i>). 	<p style="text-align: center;"><i>continued</i></p> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 3, Lesson 24, SE p. 203/TE p. T250</p> <p>Reread Connected Text/Write: Write About It (spell words with prefixes) Lesson Plan: Teacher's Edition, Unit 3, Lesson 24, TE p. T249</p> <hr/> <p>Spelling Teacher's Edition, Unit 3, Lesson 21, TE p. T213 Teacher's Edition, Unit 3, Lesson 21, TE p. T215 Teacher's Edition, Unit 3, Lesson 21, TE p. T217 Teacher's Edition, Unit 3, Lesson 21, TE p. T219 Teacher's Edition, Unit 3, Lesson 21, TE p. T221</p> <hr/> <p>Teacher Table Intervention: Think and Write/Dictation Teacher's Edition, Unit 3, Lesson 21, TE p. T216 Teacher's Edition, Unit 3, Lesson 23, TE p. T236 Teacher's Edition, Unit 3, Lesson 24, TE p. T246</p>
<p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <ol style="list-style-type: none"> 2. Pattern-based words. <p style="text-align: center;"><i>continued</i></p>	<p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 1, Lesson 6, SE p. 55/TE p. T62 Student Edition & Teacher's Edition, Unit 2, Lesson 15, SE p. 129/TE p. T156 Student Edition & Teacher's Edition, Unit 3, Lesson 25, SE p. 211/TE p. T260</p> <p>Reread Connected Text/Write: Write About It (use spelling patterns in writing words) Lesson Plan: Teacher's Edition, Unit 1, Lesson 6, TE p. T61 Lesson Plan: Teacher's Edition, Unit 2, Lesson 15, TE p. T155 Lesson Plan: Teacher's Edition, Unit 3, Lesson 25, TE p. T259</p> <hr/> <p>Word Study/Morphology: Final Stable Syllables (consonant + le): "Reading Big Words" Strategy Student Edition & Teacher's Edition, Unit 1, Lesson 4, SE p. 37/TE p. T40</p> <p>Word Study/Morphology: Final Stable Syllables (consonant + le): "Reading Big Words" Strategy (spelling patterns) Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. T39</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <p>2. Pattern-based words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology: Final e Syllables: “Reading Big Words” Strategy Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE p. 45/ TE p. T50</p> <p>Word Study/Morphology: Final e Syllables: “Reading Big Words” Strategy (spelling patterns) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. T49</p> <hr/> <p>High-Frequency Syllables: Connecting Phonics and Vocabulary Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 104/TE p. T126 Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 128/TE p. T156 Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 144/TE p. T176</p> <p>High-Frequency Syllables: Connecting Phonics and Vocabulary (syllable patterns) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T125 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T155 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T175</p>
<p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <p>2. Pattern-based words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Word Sort: Sort It Out Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 176/TE p. T216 Student Edition & Teacher’s Edition, Unit 3, Lesson 22, SE p. 184/TE p. T226 Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 200/TE p. T246</p> <p>Word Sort: Sort It Out (sort according to patterns) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T215 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 22, TE p. T225 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Spelling (use spelling patterns) Teacher’s Edition, Unit 1, Lesson 3, TE pp. T27, T33 Teacher’s Edition, Unit 1, Lesson 8, TE pp. T77, T83 Teacher’s Edition, Unit 1, Lesson 11, TE pp. T107, T113</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <ol style="list-style-type: none"> 2. Pattern-based words. 	<p style="text-align: center;"><i>continued</i></p> <p>Teacher Table Intervention: Think and Write/Dictation (use spelling patterns) Teacher's Edition, Unit 1, Lesson 3, TE p. T28 Teacher's Edition, Unit 1, Lesson 8, TE p. T78 Teacher's Edition, Unit 1, Lesson 11, TE p. T108</p> <hr/> <p>Teacher Table Intervention: Word Ladder Teacher's Edition, Unit 1, Lesson 3, TE p. T32 Teacher's Edition, Unit 1, Lesson 8, TE p. T82 Teacher's Edition, Unit 1, Lesson 11, TE p. T112</p> <hr/> <p>Teacher Table Intervention: What's My Word? Teacher's Edition, Unit 3, Lesson 21, TE p. T220 Teacher's Edition, Unit 3, Lesson 24, TE p. T250 Teacher's Edition, Unit 4, Lesson 28, TE p. T294</p> <hr/> <p>Teacher Table Intervention: High-Frequency Syllables Teacher's Edition, Unit 3, Lesson 21, TE p. T220 Teacher's Edition, Unit 3, Lesson 24, TE p. T250 Teacher's Edition, Unit 4, Lesson 28, TE p. T294</p> <hr/> <p>Teacher Table Intervention: Word Building Teacher's Edition, Unit 3, Lesson 22, TE p. T228 Teacher's Edition, Unit 3, Lesson 23, TE p. T238 Teacher's Edition, Unit 3, Lesson 24, TE p. T248</p>