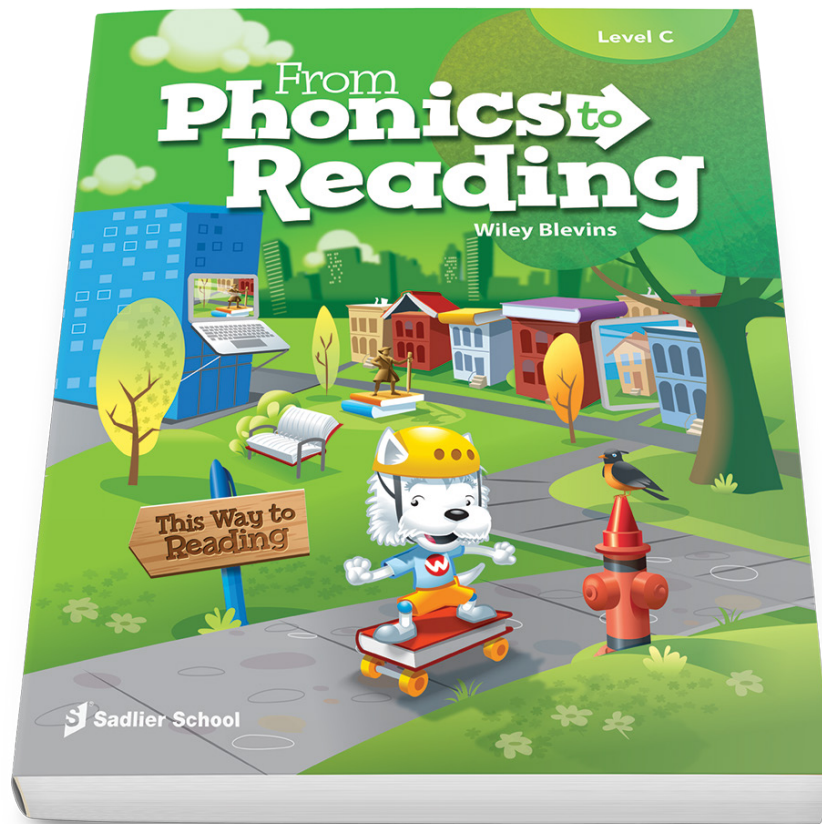


# *From Phonics to Reading*

Correlation to the California Common Core State Standards for English Language Arts

**Grade 3**



## **Contents**

Reading Standards for Foundational Skills	
Phonics and Word Recognition. . . . .	2
Fluency. . . . .	8

## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>Introduction: Prefixes dis-, un-, pre-, re-</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 21, SE p. 173/ TE p. T214</p> <p><b>Introduce Sound-Spelling (Prefixes dis-, un-, pre-, re-)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T213</p> <p><b>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 23, SE p. 189/ TE p. T234</p> <p><b>Introduce Sound-Spelling (Suffixes -able, -ful, -less, -ness, -y, -ly)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T233</p> <p><b>Introduction: Prefixes im-, in-, non-, mis-, sub-</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 197/ TE p. T244</p> <p><b>Introduce Sound-Spelling (Prefixes im-, in-, non-, mis-, sub-)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T243</p> <hr/> <p><b>Word Study: Related Words: Suffixes (-er, -est, able)</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 23, SE p. 193/ TE p. T238</p> <p><b>Word Study: Related Words: Suffixes (-er, -est, able)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p> <p><b>Word Study: Related Words: Prefixes and Suffixes</b> Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 25, SE p. 209/TE p. T258</p> <p><b>Word Study: Related Words: Prefixes and Suffixes</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p> <p><b>Word Study: Using Morphology: Prefixes and Roots</b> Student Edition &amp; Teacher’s Edition: Unit 4, Lesson 28, SE p. 235/TE p. T292</p> <p><b>Word Study: Using Morphology: Prefixes and Roots</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 28, TE p. T291</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>b. Decode words with common Latin suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Suffixes -able, -ful, -less, -ness, -y, -ly</b> Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 23, SE p. 189/ TE p. T242</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition: Unit 3, Lesson 23, TE p. T233</p> <p><b>Read Connected Text: “Join Our Walking School Bus!”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 23, SE p. 191/TE p. T236</p> <p><b>Read Connected Text: Connected Text/Interact with the Text</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>b. Decode words with common Latin suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 23, SE p. 192/ TE p. T236</p> <p><b>Word Sort: Sort It Out: Open Sort</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T233</p> <hr/> <p><b>Word Study/Morphology: Related Words: Suffixes (-er, -est, able)</b> Student Edition &amp; Teacher’s Edition: Unit 3, Lesson 23, SE p. 193/ TE p. T238</p> <p><b>Word Study/Morphology: Related Words: Suffixes (-er, -est, able)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>c. Decode multisyllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Closed Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 99/ TE p. T120</p> <p><b>Introduce Sound-Spelling (Closed Syllables)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T119</p> <p><b>Introduction: Open Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 107/TE p. T130</p> <p><b>Introduce Sound-Spelling (Open Syllables)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T129</p> <p><b>Introduction: Final Stable Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 115/TE p. T140</p> <p><b>Introduce Sound-Spelling (Final Stable Syllables)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T139</p> <p><b>Introduction: Vowel Team Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 123/TE p. T150</p> <p><b>Introduce Sound-Spelling (Vowel Team Syllables)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T149</p> <p><b>Introduction: r-Controlled Vowel Syllables</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 131/TE p. T160</p> <p><b>Introduce Sound-Spelling (r-Controlled Vowel Syllables)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T159</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>c. Decode multisyllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction: Final e Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 139/TE p. T170  <b>Introduce Sound-Spelling (Final e Syllables)</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T169</p> <hr/> <p><b>Build Fluency: Speed Drill</b>  <b>Closed Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 100/TE p. T120  <b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T120</p> <p><b>Open Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 108/TE p. T130  <b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T130</p> <p><b>Final Stable Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 116/TE p. T140  <b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T140</p> <p><b>Vowel Team Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 124/TE p. T150  <b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150</p> <p><b>r-Controlled Vowel Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 132/TE p. T160  <b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150</p> <p><b>Final e Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 140/TE p. T170  <b>Teacher Table Intervention: Introduce Speed Drill</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T170</p> <hr/> <p><b>Read Connected Text: “The Monster Pumpkin”</b>  <b>Closed Syllables</b>                      Student Edition &amp; 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 style="text-align: center;"><i>continued</i></p>

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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>c. Decode multisyllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “Coding Camp for Kids!”</b>  <b>Open Syllables</b>                      Student Edition &amp; 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><b>Read Connected Text: “Bugs for Dinner”</b>  <b>Final Stable Syllables</b>                      Student Edition &amp; 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><b>Read Connected Text: “Cow? Doe? Goat? Guess!”</b>  <b>Vowel Team Syllables</b>                      Student Edition &amp; 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><b>Read Connected Text: “Dependable Dogs”</b>  <b>r-Controlled Vowel Syllables</b>                      Student Edition &amp; 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><b>Read Connected Text: “A Nice Surprise”</b>  <b>Final e Syllables</b>                      Student Edition &amp; 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><b>Word Sort: Sort It Out</b>  <b>Closed Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 102/                      TE p. T121                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T119</p> <p><b>Open Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 110/                      TE p. T131                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T129</p> <p><b>Final Stable Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 118/                      TE p. T141                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T139</p> <p><b>Vowel Team Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 126/                      TE p. T151                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T149</p> <p style="text-align: center;"><i>continued</i></p>

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**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>c. Decode multisyllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>r-Controlled Vowel Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 16, SE p. 134/ TE p. T161                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T159</p> <p><b>Final e Syllables</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 17, SE p. 142/ TE p. T171                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T169</p> <hr/> <p><b>High-Frequency Syllables: Connecting Phonics and Vocabulary</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 12, SE p. 104/ TE p. T126                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 13, SE p. 112/ TE p. T136                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 128/ TE p. T156</p> <hr/> <p><b>Decodable Text: “Rabbit Facts”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 12: Closed Syllables  <b>“Rabbit Facts” Lesson Plan</b>                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 12: Closed Syllables</p> <p><b>Decodable Text: “Our Planets Poster”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 13: Open Syllables  <b>“Our Planets Poster” Lesson Plan</b>                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 13: Open Syllables</p> <p><b>Decodable Text: “Oodles of Noodles”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 14: Final Stable Syllables  <b>“Oodles of Noodles” Lesson Plan</b>                      SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 14: Final Stable Syllables</p> <p><b>Decodable Text: “Noisy Monkeys”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 15: Vowel Team Syllables</p> <p style="text-align: center;"><i>continued</i></p>

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## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>c. Decode multisyllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>“Noisy Monkeys” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 15: Vowel Team Syllables</p> <p><b>Decodable Text: “Garden Spiders”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 16: r-Controlled Vowel Syllables</p> <p><b>“Garden Spiders” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 16: r-Controlled Vowel Syllables</p> <p><b>Decodable Text: “Milkshake for Breakfast”</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 17: Final e Syllables</p> <p><b>“Milkshake for Breakfast” Lesson Plan</b> SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 17: Final e Syllables</p> <p><b>End-of-Book Resources: “Reading Big Words” Strategy</b> (six syllable spelling patterns) Teacher’s Edition, TE p. T318</p>
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>Irregular Plurals</i></p> <p><b>Introduction: Irregular Plurals</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 165/TE p. T204</p> <p><b>Introduce Sound-Spelling (Irregular Plurals)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T203</p> <p><b>Build Fluency: Speed Drill: Irregular Plurals</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 166/TE p. T204</p> <p><b>Teacher Table Intervention: Introduce Speed Drill</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T204</p> <p><b>Word Sort: Sort It Out: Irregular Plurals</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 168/TE p. T206</p> <p><b>Word Sort: Sort It Out (Irregular Plurals)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T205</p> <p style="text-align: center;"><i>continued</i></p>



## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study: Irregular Plurals</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 20, SE p. 169/ TE p. T208</p> <p><b>Word Study: Irregular Plurals</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T207</p> <hr/> <p><b>Teacher Table Intervention: Word Building (Irregular Plurals)</b> Teacher’s Edition, Unit 3, Lesson 20, TE p. T208</p> <hr/> <p><b>Independent/Partner Work: Word Building (Irregular Plurals)</b> Teacher’s Edition, Unit 3, Lesson 20, TE p. T209</p> <hr/> <p style="text-align: center;"><i>High-Frequency Words</i></p> <p><b>Teacher Table Intervention: High-Frequency Words</b> 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>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Read Connected Text: “The Cooking Crew”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 9, SE p. 75/ TE p. T88</p> <p><b>Read Connected Text: Connected Text/Interact with the Text</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T87</p> <p><b>Read Connected Text: “Attention, Superhero Fans!”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 18, SE p. 149/ TE p. T182</p> <p><b>Read Connected Text: Connected Text/Interact with the Text</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181</p> <p><b>Read Connected Text: “The Unbelievable Woolly Bear!”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 199/ TE p. T246</p> <p><b>Read Connected Text: Connected Text/Interact with the Text</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <p style="text-align: center;"><i>continued</i></p>



## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Text: “Books and More” Comprehension and Vocabulary/Writing</b> Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Final Blends <b>“Books and More” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 1-11, Decodable Text Lesson Plan, Lesson 9: Short oo, Long oo</p> <p><b>Decodable Text: “The Dolphin Fountain” Comprehension and Vocabulary/Writing</b> Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 18: Unaccented Final Syllables <b>“The Dolphin Fountain” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 18: Unaccented Final Syllables</p> <p><b>Decodable Text: “Inventions” Comprehension and Vocabulary/Writing</b> Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub <b>“Inventions” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 19-25, Decodable Text Lesson Plan, Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p>
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-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><b>Read Connected Text: “The Cooking Crew”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 9, SE p. 75/ TE p. T88 <b>Read Connected Text</b> (chorally read prose aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, TE p. T87</p> <p><b>Read Connected Text: “What Will I Be?”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 22, SE p. 183/ TE p. T226 <b>Read Connected Text</b> (chorally read poem aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 22, TE p. T225</p> <p><b>Read Connected Text: “The Unbelievable Woolly Bear!”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 199/ TE p. T246</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-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><b>Read Connected Text</b> (chorally read prose aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <p><b>Independent Partner Work: Build Fluency</b> (reread decodable texts to build fluency) Teacher’s Edition: Unit 1, Lesson 9, TE p. T87 Teacher’s Edition, Unit 3, Lesson 22, TE p. T225 Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <p><b>Home-School Connection</b> (frequently reread stories) Teacher’s Edition: Unit 1, Lesson 9, TE p. T89 Teacher’s Edition, Unit 3, Lesson 22, TE p. T227 Teacher’s Edition, Unit 3, Lesson 24, TE p. T247</p> <p><b>Teacher Table Intervention: Reread Connected Text</b> (reread then do a choral reading of the passage) Teacher’s Edition, Unit 1, Lesson 9, TE p. T90 Teacher’s Edition, Unit 3, Lesson 22, TE p. T228 Teacher’s Edition, Unit 3, Lesson 24, TE p. T248</p> <p><b>Reread Connected Text/Write</b> Teacher’s Edition, Unit 1, Lesson 9, TE p. T91 Teacher’s Edition, Unit 3, Lesson 22, TE p. T229 Teacher’s Edition, Unit 3, Lesson 24, TE p. T249</p> <p><b>Cumulative Assessment: Fluency Check</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 9, SE p. 80/ TE p. T94 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 9, T94 Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 22, SE p. 188/ TE p. T232 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 22, T232 Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 24, SE p. 204/TE p. T252 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, T252</p> <p><b>Teacher Table Intervention: Reread and Write</b> (repeated choral reading) Teacher’s Edition, Unit 1, Lesson 9, TE p. T94 Teacher’s Edition, Unit 3, Lesson 22, TE p. T232 Teacher’s Edition, Unit 3, Lesson 24, TE p. T252</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-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><b>Decodable Text: “Books and More”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Final Blends  <b>“Books and More” Lesson Plan</b>                      (fluency plan)                      SadlierConnect.com, Fluency Booster Practice Book, Lessons 1-11, Decodable Text Lesson Plan, Lesson 9: Short oo, Long oo</p> <p><b>Decodable Text Plan: “The Dolphin Fountain”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 12-18, Lesson 18: Unaccented Final Syllables  <b>“The Dolphin Fountain” Lesson Plan</b>                      (fluency plan)                      SadlierConnect.com, Fluency Booster Practice Book, Lessons 12-18, Decodable Text Lesson Plan, Lesson 18: Unaccented Final Syllables</p> <p><b>Decodable Text Plan: “Inventions”</b>                      Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub  <b>“Inventions” Lesson Plan</b>                      (fluency plan)                      SadlierConnect.com, Fluency Booster Practice Book, Lessons 19-25, Decodable Text Lesson Plan, Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p> <p><b>Student Fluency Sentences</b>                      SadlierConnect.com, Student and Family Resources, Unit 1                      SadlierConnect.com, Student and Family Resources, Unit 3</p> <p><b>Teacher’s Guide to Fluency</b>                      Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy                      SadlierConnect.com, Level B, Differentiation Supports, Additional Routines</p>
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study: Context Clues: General Clues</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 6, SE p. 53/ TE p. T60  <b>Word Study: Context Clues: General Clues</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T59</p> <p><b>Word Study: Context Clues: Definitions, Synonyms</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 119/ TE p. T144</p> <p style="text-align: center;"><i>continued</i></p>

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## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study: Context Clues: Definitions, Synonyms</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T143</p> <p><b>Word Study: Context Clues: Antonyms, General Clues</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 15, SE p. 127/ TE p. T154</p> <p><b>Word Study: Context Clues: Antonyms, General Clues</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T153</p> <hr/> <p><b>Read Connected Text: “Unicorns of the Sea”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 7, SE p. 59/ TE p. T68</p> <p><b>Read Connected Text: “My Diary”</b> (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 7, TE p. T67</p> <p><b>Read Connected Text: “Bugs for Dinner”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 14, SE p. 117/ TE p. T142</p> <p><b>Read Connected Text: “Bugs for Dinner”</b> (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141</p> <p><b>Read Connected Text: “It’s Show Time!”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 30, SE p. 249/TE p. T310</p> <p><b>Read Connected Text: “It’s Show Time!”</b> (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 30, TE p. T309</p> <hr/> <p><b>End-of-Book Resources: Types of Context Clues</b> Teacher’s Edition, TE p. T319</p>