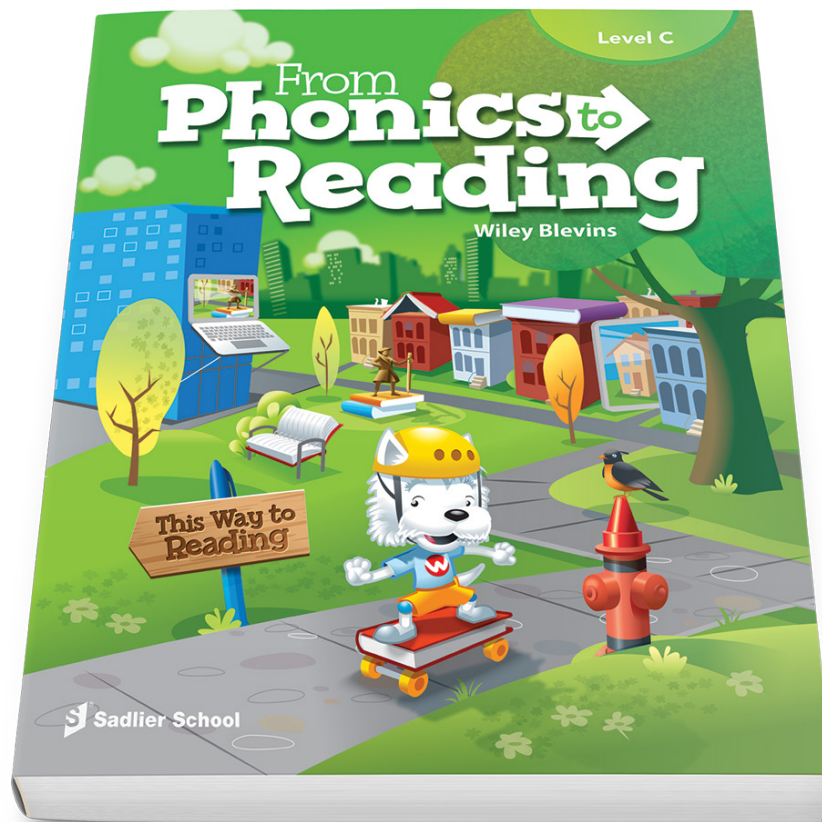


From Phonics to Reading

Correlation to the Utah State Standards for
English Language Arts — 2023

Grade 3



STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p>Standard 3.R.2: Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>a. Reversal of phonemes.</p>	<p>Phoneme Reversal: Activities 1–4 SadlierConnect.com, Level C, Differentiation Supports, Targeted Support, Phonemic Awareness Additional Skill Work, Lesson 34, pp. 50–51</p>
<p>Standard 3.R.2: Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).</p>	<p>Teacher Table Intervention: Word Ladder (change letters to make the word that matches the clue) Teacher’s Edition, Unit 1, Lesson 4, TE p. T42 Teacher’s Edition, Unit 1, Lesson 7, TE p. T72 Teacher’s Edition, Unit 1, Lesson 11, TE p. T112</p>
	<p>Teacher Table Intervention: Word Building (replace, delete, or add letters to make a new word) Teacher’s Edition, Unit 1, Lesson 7, TE p. T70 Teacher’s Edition, Unit 1, Lesson 11, TE p. T110 Teacher’s Edition, Unit 3, Lesson 20, TE p. T208 Teacher’s Edition, Unit 4, Lesson 26, TE p. T272</p>
	<p>Teacher Table Intervention: What’s My Word? (add missing letters based on the clue) Teacher’s Edition, Unit 2, Lesson 12, TE p. T126 Teacher’s Edition, Unit 2, Lesson 16, TE p. T166 Teacher’s Edition, Unit 3, Lesson 23, TE p. T240</p>
<p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Read Connected Text: “What’s That Noise?” Student Edition & Teacher’s Edition, Unit 1, Lesson 10, SE p. 83/ TE p. T98</p> <p>Read Connected Text: “What’s That Noise?” Lesson Plan: Teacher’s Edition, Unit 1, Lesson 10, TE p. T97</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>
	<p>Home-School Connection Teacher’s Edition, Unit 1, Lesson 10, TE p. T99 Teacher’s Edition, Unit 2, Lesson 18, TE p. T183 Teacher’s Edition, Unit 3, Lesson 24, TE p. T247</p> <p style="text-align: right;"><i>continued</i></p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">Letter-Sound Correspondences</p> <p>Introduction: Short Vowels Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE p. 9/ TE p. T6</p> <p>Introduce Sound-Spelling (Short Vowels) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. T5</p> <p>Introduction: r-Controlled Vowels /är/, /ôr/ Student Edition & Teacher’s Edition, Unit 1, Lesson 7, SE p. 57/ TE p. T66</p> <p>Introduce Sound-Spelling (r-Controlled Vowels /är/, /ôr/) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 7, TE p. T65</p> <p>Introduction: Diphthongs /ou/, /oi/ Student Edition & Teacher’s Edition, Unit 1, Lesson 10, SE p. 81/ TE p. T96</p> <p>Introduce Sound-Spelling (Diphthongs /ou/, /oi/) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 10, TE p. T952</p> <hr/> <p style="text-align: center;">Syllabication Patterns</p> <p>Word Study: Final Stable Syllables (consonant + le) Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE p. 37/TE p. T40</p> <p>Word Study: Final Stable Syllables (consonant + le): “Reading Big Words” Strategy (syllable spelling patterns) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. T39</p> <p>Word Study: Final e Syllables Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE p. 45/ TE p. T50</p> <p>Word Study: Final e Syllables: “Reading Big Words” Strategy (syllable 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 style="text-align: center;"><i>continued</i></p>

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STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <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 (Final Stable Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T139</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 (r-Controlled Vowel Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T159</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 (Final e Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T169</p> <p style="text-align: center;"><i>Morphology</i></p> <p>Word Study: Using Morphology: Prefixes and Base Words Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 177/TE p. T218</p> <p>Word Study: Using Morphology: Prefixes and Base Words Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T217</p> <p>Word Study: 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: Related Words: Suffixes (-er, -est, able) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p> <p>Word Study: Using Morphology: Prefixes, Suffixes, and Base Words Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 177/TE p. T218</p> <p>Word Study: Using Morphology: Prefixes, Suffixes, and Base Words Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T247</p> <p style="text-align: center;"><i>Using Context</i></p> <p>Word Study: Context Clues: General Clues Student Edition & Teacher’s Edition, Unit 1, Lesson 6, SE p. 53/TE p. T60</p> <p>Word Study: Context Clues: General Clues Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T59</p> <p>Word Study: Context Clues: Definitions, Synonyms Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 119/TE p. T144</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study: Context Clues: Definitions, Synonyms Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T143</p> <p>Word Study: Context Clues: Antonyms, General Clues Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 127/TE p. T154</p> <p>Word Study: Context Clues: Antonyms, General Clues Teacher’s Edition, Unit 2, Lesson 15, TE p. T153</p> <hr/> <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>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.</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 (Closed Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T119</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 (Open Syllables) 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 (Final Stable Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T139</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 (Vowel Team Syllables) 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 (r-Controlled Vowel Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 16, TE p. T159</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 (Final e Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T169</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Spelling Teacher’s Edition, Unit 2, Lesson 12, TE p. T119 Teacher’s Edition, Unit 2, Lesson 12, TE p. T121 Teacher’s Edition, Unit 2, Lesson 12, TE p. T123 Teacher’s Edition, Unit 2, Lesson 12, TE p. T125 Teacher’s Edition, Unit 2, Lesson 12, TE p. T127</p> <p>Word Sort: Sort It Out Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 102/TE p. T122 Student Edition & Teacher’s Edition, Unit 2, Lesson 13, SE p. 110/TE p. T132</p> <p>Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 126/TE p. T152 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 15, TE p. T151</p> <p>Teacher Table Intervention: Think and Write/Dictation Teacher’s Edition, Unit 2, Lesson 12, TE p. T122 Teacher’s Edition, Unit 2, Lesson 13, TE p. T132 Teacher’s Edition, Unit 2, Lesson 15, TE p. T152</p> <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 13, SE p. 112/TE p. T136 Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 128/TE p. T156</p> <p>End-of-Book Resources: “Reading Big Words” Strategy (six syllable spelling patterns) Teacher’s Edition, TE p. T318</p>
<p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>c. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <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 Introduce Sound-Spelling (Prefixes dis-, un-, pre-, re-) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T213</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>c. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p style="text-align: center;"><i>continued</i></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 (Suffixes -able, -ful, -less, -ness, -y, -ly) 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 (Prefixes im-, in-, non-, mis-, sub-) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T243</p> <hr/> <p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 174/TE p. T214 Student Edition & Teacher’s Edition, Unit 3, Lesson 23, SE p. 190/TE p. T234 Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 198/TE p. T244</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T214 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T234 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T244</p> <hr/> <p>Word Study: 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: Related Words: Suffixes (-er, -est, able) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p> <p>Word Study: Related Words: Prefixes and Suffixes Student Edition & Teacher’s Edition: Unit 3, Lesson 25, SE p. 209/TE p. T258</p> <p>Word Study: Related Words: Prefixes and Suffixes Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T257</p> <p>Word Study: Using Morphology: Prefixes and Roots Student Edition & Teacher’s Edition: Unit 4, Lesson 28, SE p. 235/TE p. T292</p> <p>Word Study: Using Morphology: Prefixes and Roots Lesson Plan: Teacher’s Edition, Unit 4, Lesson 28, TE p. T291</p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p>Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills.</p> <p>d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.</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 (Final Stable Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T139</p> <p>Introduction: Unaccented Final Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 18, SE p. 147/TE p. T180</p> <p>Introduce Sound-Spelling (Unaccented Final Syllables) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T179</p>
	<p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 116/TE p. T140 Student Edition & Teacher’s Edition, Unit 2, Lesson 18, SE p. 148/TE p. T180</p> <p>Teacher Table Intervention: Introduce Speed Drill Teacher’s Edition, Unit 2, Lesson 14, TE p. T140 Teacher’s Edition, Unit 2, Lesson 18, TE p. T180</p>
	<p>Word Sort: Sort It Out Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 118/TE p. T142 Student Edition & Teacher’s Edition, Unit 2, Lesson 18, SE p. 150/TE p. T182</p> <p>Word Sort: Sort It Out Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T141 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T181</p>
	<p>Teacher Table Intervention: Word Building Teacher’s Edition, Unit 2, Lesson 14, TE p. T144 Teacher’s Edition, Unit 2, Lesson 18, TE p. T184</p>
	<p>Writing Extension: Write About It Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 121/TE p. T146 Student Edition & Teacher’s Edition, Unit 2, Lesson 18, SE p. 153/TE p. T186</p> <p>Reread Connected Text/Write: Write About It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T145 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 18, TE p. T185</p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p>Standard 3.R.4: Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)</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> <p>Decodable Text Lesson Plan: “Books and More” Fluency Booster Practice Book, Student Edition, Lessons 1-11, Lesson 9: Final Blends</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>Decodable Text Lesson Plan: “Inventions” Fluency Booster Practice Book, Student Edition, Lessons 19-25, Lesson 24: Prefixes im-, in-, non-, mis-, sub</p>
<p>Standard 3.R.5: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)</p>	<p>Read Connected Text: “Pop, Pop, Popcorn” Student Edition & Teacher’s Edition, Unit 1, Lesson 8, SE p. 67/ TE p. T78</p> <p>Read Connected Text: “Pop, Pop, Popcorn” Lesson Plan: Teacher’s Edition, Unit 1, Lesson 8, TE p. T77</p> <p>Read Connected Text: “A Wild Ride” Student Edition & Teacher’s Edition, Unit 3, Lesson 19, SE p. 159/TE p. T196</p> <p>Read Connected Text: “A Wild Ride” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 19, TE p. T195</p> <p>Read Connected Text: “ZIP, Zap, Zoom!” Student Edition & Teacher’s Edition, Unit 4, Lesson 29, SE p. 241/TE p. T300</p> <p>Read Connected Text: “ZIP, Zap, Zoom!” Lesson Plan: Teacher’s Edition, Unit 4, Lesson 29, TE p. T299</p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p>Standard 3.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Read Connected Text: “My Diary” Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE p. 43/ TE p. T48</p> <p>Read Connected Text: “My Diary” (use context to confirm or self-correct) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. T47</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) 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) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 30, TE p. T309</p> <hr/> <p>Word Study: Context Clues: General Clues Student Edition & Teacher’s Edition, Unit 1, Lesson 6, SE p. 53/ TE p. T60</p> <p>Word Study: Context Clues: General Clues Lesson Plan: Teacher’s Edition, Unit 1, Lesson 6, TE p. T59</p> <p>Word Study: Context Clues: Definitions, Synonyms Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 119/TE p. T144</p> <p>Word Study: Context Clues: Definitions, Synonyms Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T143</p> <p>Word Study: Context Clues: Antonyms, General Clues Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 127/TE p. T154</p> <p>Word Study: Context Clues: Antonyms, General Clues Teacher’s Edition, Unit 2, Lesson 15, TE p. T153</p> <hr/> <p>End-of-Book Resources: Types of Context Clues Teacher’s Edition, TE p. T319</p>
<p>Standard 3.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)</p> <p>b. Determine the meaning of a new word when a known affix or root is used.</p> <p style="text-align: right;"><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 (Prefixes dis-, un-, pre-, re-) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T213</p> <p>Introduction: Suffixes -er, -or Student Edition & Teacher’s Edition, Unit 3, Lesson 22, SE p. 181/TE p. T224</p> <p style="text-align: right;"><i>continued</i></p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)</p> <p>b. Determine the meaning of a new word when a known affix or root is used.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Suffixes -er, -or Student Edition & Teacher’s Edition, Unit 3, Lesson 22, SE p. 181/TE p. T224</p> <p>Introduce Sound-Spelling (Suffixes -er, -or) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 22, TE p. T223</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 (Prefixes im-, in-, non-, mis-, sub-) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T243</p> <hr/> <p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 174/TE p. T214</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan (prefixes): Teacher’s Edition, Unit 3, Lesson 21, TE p. T214</p> <p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition, Unit 3, Lesson 22, SE p. 182/TE p. T224</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan (suffixes): Teacher’s Edition, Unit 3, Lesson 22, TE p. T224</p> <p>Build Fluency: Speed Drill Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 198/TE p. T244</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan (prefixes): Teacher’s Edition, Unit 3, Lesson 24, TE p. T244</p> <hr/> <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 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>Word Study: Using Morphology: Prefixes and Base Words Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 177/TE p. T218</p> <p style="text-align: center;"><i>continued</i></p>

STRAND: READING (3.R)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>Standard 3.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)</p> <p>b. Determine the meaning of a new word when a known affix or root is used.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study: Using Morphology: Prefixes and Base Words Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T217</p> <p>Word Study: 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: Related Words: Suffixes (-er, -est, able) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T237</p> <p>Word Study: Using Morphology: Prefixes, Suffixes, and Base Words Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 201/TE p. T248</p> <p>Word Study: Using Morphology: Prefixes, Suffixes, and Base Words Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T247</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 22, TE p. T230 Teacher’s Edition, Unit 3, Lesson 24, TE p. T250</p>
<p>Standard 3.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)</p> <p>c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p>High-Frequency Syllables: Connecting Phonics and Vocabulary (write each word and its definition) 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> <hr/> <p>Word Study: Context Clues: Definitions, Synonyms (use a dictionary to clarify word meanings) Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 119/TE p. T144</p> <p>Word Study: Context Clues: Definitions, Synonyms Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T143</p> <p>Word Study: Irregular Plurals (use a dictionary) Student Edition & Teacher’s Edition, Unit 3, Lesson 20, SE p. 169/TE p. T208</p> <p>Word Study: Irregular Plurals Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T207</p> <hr/> <p>Teacher Table Intervention: Introduce Speed Drill (use print or online dictionaries to check the meaning of words) Teacher’s Edition, Unit 4, Lesson 27, TE p. T278</p>

STRAND: WRITING (3.W)

GRADE 3 ELA STANDARD	EXAMPLE CITATIONS
Standard 3.W.5: Legibly write all upper- and lowercase cursive and manuscript letters.	Letter Formation Cards Letter Formation Chart Letter Formation Instruction Letter Formation Practice SadlierConnect.com, Differentiation Supports: Additional Routines