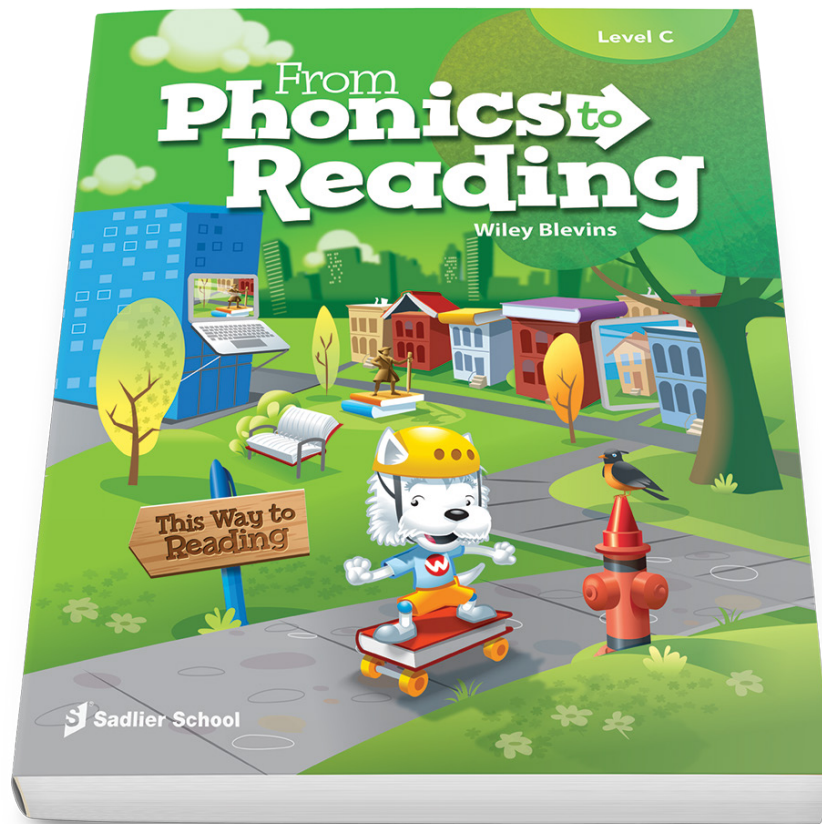


From Phonics to Reading

Correlation to the New York State Next Generation
English Language Arts Learning Standards

Grade 3



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Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
RF1: <i>There is not a grade 3 standard for this concept. Please see preceding grades for more information.</i>	

Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
RF2: <i>There is not a grade 3 standard for this concept. Please see preceding grades for more information.</i>	

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction</p> <p>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>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>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</p> <p>Speed Drill: Prefixes dis-, un-, pre-, re- (underline the prefix in each word) 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: Teacher's Edition, Unit 3, Lesson 21, TE p. T214</p> <p style="text-align: right;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Build Fluency (<i>cont.</i>)</p> <p>Speed Drill: Suffixes -able, -ful, -less, -ness, -y, -ly (underline the suffix in each word) Student Edition & Teacher’s Edition, Unit 3, Lesson 23, SE p. 190/TE p. T234</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T234</p> <p>Speed Drill: Prefixes im-, in-, non-, mis-, sub- (underline the prefix in each word) 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 24, TE p. T244</p> <hr/> <p>Read Connected Text: Interact with the Text (circle words with studied prefixes/suffixes)</p> <p>“Packing for a Trip” Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 175/TE p. T216</p> <p>Read Connected Text: “Packing for a Trip” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T215</p> <p>“Join Our Walking School Bus!” Student Edition & Teacher’s Edition, Unit 3, Lesson 23, SE p. 191/TE p. T236</p> <p>Read Connected Text: “Join Our Walking School Bus!” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <p>“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>Word Sort</p> <p>Sort It Out Student Edition & Teacher’s Edition, Unit 3, Lesson 21, SE p. 176/TE p. T216</p> <p>Open Sort (discuss words and word parts) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T213</p> <p>Closed Sort/Check and Discuss (sort by prefix/understand what a prefix is) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 21, TE p. T215</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort (cont.)</p> <p>Sort It Out Student Edition & Teacher’s Edition, Unit 3, Lesson 23, SE p. 192/TE p. T236</p> <p>Open Sort (discuss words and word parts) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T233</p> <p>Closed Sort/Check and Discuss (sort by suffix/understand what a suffix is) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <p>Sort It Out Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 200/TE p. T245</p> <p>Open Sort (discuss words and word parts) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T243</p> <p>Closed Sort/Check and Discuss (sort by prefix/understand what a prefix is) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Word Study/Morphology</p> <p>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>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>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>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction</p> <p>Closed Syllables¹ Blend It: Transition to Longer Words/Challenge 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>Open Syllables Blend It: Transition to Longer Words/Using the "Big Words" Strategy 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>Final Stable Syllables Blend It: Transition to Longer Words/Using the "Big Words" Strategy 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>Vowel Team Syllables Blend It: Transition to Longer Words/Using the "Big Words" Strategy 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>r-Controlled Vowel Syllables Blend It: Transition to Longer Words/Using the "Big Words" Strategy 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>Final e Syllables Blend It: Transition to Longer Words/Using the "Big Words" Strategy 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: right;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 3RF3b: Decode multi-syllabic words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Build Fluency</p> <p>Speed Drill: Closed Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 100/TE p. T120 Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T120</p> <p>Speed Drill: Open Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 13, SE p. 108/TE p. T130 Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T130</p> <p>Speed Drill: Final Stable Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 116/TE p. T140 Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T140</p> <p>Speed Drill: Vowel Team Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 124/TE p. T150 Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150</p> <p>Speed Drill: r-Controlled Vowel Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 16, SE p. 132/TE p. T160 Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150</p> <p>Speed Drill: Final e Syllables Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 140/TE p. T170 Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T170</p> <hr/> <p>Read Connected Text</p> <p>“The Monster Pumpkin” Closed Syllables 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 style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text (<i>cont.</i>)</p> <p>“Coding Camp for Kids!” Open Syllables 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>“Bugs for Dinner” Final Stable Syllables 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>“Cow? Doe? Goat? Guess!” Vowel Team Syllables 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>“Dependable Dogs” r-Controlled Vowel Syllables 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>“A Nice Surprise” Final e Syllables 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</p> <p>Sort It Out: Closed Syllables Student Edition & 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>Sort It Out: Open Syllables Student Edition & 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>Sort It Out: Final Stable Syllables Student Edition & 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>Sort It Out: Vowel Team Syllables Student Edition & 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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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 3RF3b: Decode multi-syllabic words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort (cont.)</p> <p>Sort It Out: r-Controlled Vowel Syllables Student Edition & 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>Sort It Out: Final e Syllables Student Edition & 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>High-Frequency Syllables</p> <p>Connecting Phonics and Vocabulary Read It/Explain It Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 104/TE p. T126</p> <p>Teacher Table Intervention: High-Frequency Syllables Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T120 Student Edition & Teacher’s Edition, Unit 2, Lesson 13, SE p. 112/TE p. T136</p> <p>Teacher Table Intervention: High-Frequency Syllables Lesson Plan: Teacher’s Edition, Unit 2, Lesson 13, TE p. T130 Student Edition & Teacher’s Edition, Unit 2, Lesson 14, SE p. 120/TE p. T146</p> <p>Teacher Table Intervention: High-Frequency Syllables Lesson Plan: Teacher’s Edition, Unit 2, Lesson 14, TE p. T140 Student Edition & Teacher’s Edition, Unit 2, Lesson 15, SE p. 128/TE p. T156</p> <p>Teacher Table Intervention: High-Frequency Syllables Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150 Student Edition & Teacher’s Edition, Unit 2, Lesson 16, SE p. 136/TE p. T166</p> <p>Teacher Table Intervention: High-Frequency Syllables Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T150 Student Edition & Teacher’s Edition, Unit 2, Lesson 17, SE p. 144/TE p. T176</p> <p>Teacher Table Intervention: High-Frequency Syllables Lesson Plan: Teacher’s Edition, Unit 2, Lesson 17, TE p. T170</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <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>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Decodable Text (cont.)</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>“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>“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>“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>“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>“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 style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3b: Decode multi-syllabic words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Partner Reading</p> <p>Partner Reading 7: “A Fable for All Times” Complex Vowel /ô/; Closed Syllables Fluency Booster Practice Book, p. 79</p> <p>Partner Reading 8: “A Robot Umpire” Vowel Team Syllables; r-Controlled Vowel Syllables Fluency Booster Practice Book, p. 81</p> <p>Partner Reading 9: “Muffins to Make” Final e Syllables; Unaccented Final Syllables Fluency Booster Practice Book, p. 83</p> <hr/> <p style="text-align: center;">INTERACTIVE PRACTICE BUNDLE</p> <p>Decodable Library</p> <p>Decodable Passage: “A Nutty Picnic”/“The Rocket Contest” SadlierConnect.com, Level C, Decodable Library, Syllable Types, Closed Syllables, Level B</p> <p>Lesson Plan: “A Nutty Picnic”/“The Rocket Contest” SadlierConnect.com, Level C, Decodable Library, Syllable Types, Closed Syllables, Level B</p> <hr/> <p>Decodable Passage: “Animals on the Go”/“The Robot” SadlierConnect.com, Level C, Decodable Library, Syllable Types, Open Syllables, Level B</p> <p>Lesson Plan: “Animals on the Go”/“The Robot” SadlierConnect.com, Level C, Decodable Library, Syllable Types, Open Syllables, Level B</p> <p>Decodable Passage: “A Place for Wildlife”/“At the Lakeside” SadlierConnect.com, Level C, Decodable Library, Syllable Types, Final e Syllables, Level B</p> <p>Lesson Plan: “A Place for Wildlife”/“At the Lakeside” SadlierConnect.com, Level C, Decodable Library, Syllable Types, Final e , Level B</p> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>Multisyllabic Words (video) SadlierConnect.com, Level C, Professional Development, Instructional Support by Wiley Blevins</p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction</p> <p>Suffixes -er, -or Student Edition & Teacher's Edition, Unit 3, Lesson 22, SE p. 181/TE p. T224</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 22, TE p. T223</p> <p>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>Related Words (base words and suffixes) Student Edition & Teacher's Edition, Unit 3, Lesson 25, SE p. 205/TE p. T254</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 25, TE p. T253</p> <hr/> <p>Build Fluency</p> <p>Speed Drill: Suffixes -er, -or 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: Teacher's Edition, Unit 3, Lesson 22, TE p. T224</p> <p>Speed Drill: Suffixes -able, -ful, -less, -ness, -y, -ly Student Edition & Teacher's Edition, Unit 3, Lesson 23, SE p. 190/TE p. T234</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher's Edition, Unit 3, Lesson 23, TE p. T234</p> <p>Speed Drill: Related Words (base words and suffixes) Student Edition & Teacher's Edition, Unit 3, Lesson 25, SE p. 206/TE p. T254</p> <p>Teacher Table Intervention: Introduce Speed Drill Lesson Plan: Teacher's Edition, Unit 3, Lesson 25, TE p. T254</p> <hr/> <p>Word Sort</p> <p>Sort It Out: Suffixes -er, -or Student Edition & Teacher's Edition, Unit 3, Lesson 22, SE p. 184/TE p. T225</p> <p>Open Sort (read each word/confirm meaning and pronunciation) Lesson Plan: Teacher's Edition, Unit 3, Lesson 22, TE p. T223</p> <p style="text-align: right;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort (cont.)</p> <p>Closed Sort/Check and Discuss (sort by suffix/understand what a suffix is) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 22, TE p. T225</p> <p>Sort It Out: Suffixes -able, -ful, -less, -ness, -y, -ly Student Edition & Teacher’s Edition, Unit 3, Lesson 23, SE p. 192/TE p. T236</p> <p>Open Sort (read each word/confirm meaning and pronunciation)Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T233</p> <p>Closed Sort/Check and Discuss (sort by suffix/understand what a suffix is) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <p>Sort It Out: Related Words (base words and suffixes) Student Edition & Teacher’s Edition, Unit 3, Lesson 24, SE p. 200/TE p. T245</p> <p>Open Sort (read each word/confirm meaning and pronunciation) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T243</p> <p>Closed Sort/Check and Discuss (sort by suffix/understand what a suffix is) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Read Connected Text</p> <p>“What Will I Be?” (diver, astronomer, explorer, director) Student Edition & Teacher’s Edition, Unit 3, Lesson 22, SE p. 183/TE p. T226</p> <p>Read Connected Text: “What Will I Be?” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 22, TE p. T225</p> <p>“Join Our Walking School Bus!” (careful, walkable, fearless, properly, fitness) Student Edition & Teacher’s Edition, Unit 3, Lesson 23, SE p. 191/TE p. T236</p> <p>Read Connected Text: “Join Our Walking School Bus!” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 23, TE p. T235</p> <p>“Friendly or Unfriendly?” (larger, doubtfully, stared, wonderful) Student Edition & Teacher’s Edition, Unit 3, Lesson 25, SE p. 207/TE p. T256</p> <p>Read Connected Text: “Join Our Walking School Bus!” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 25, TE p. T255</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology</p> <p>Related Words: Suffixes (-ed, -ing) Student Edition & Teacher’s Edition, Unit 3, Lesson 19, SE p. 161/TE p. T198</p> <p>Word Study/Morphology: Related Words: Suffixes (-ed, -ing) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 19, TE p. T197</p> <p>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>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> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text</p> <p>“The Class Play” (sailor, farmer, inventor, narrator, designer) Fluency Booster Practice Book, Lesson 22, p. 45</p> <p>“The Class Play” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Teacher’s Component, Lessons 19-25, Lesson 22: Suffixes -er, -or , Decodable Text Lesson Plan</p> <p>“The International Space Station” (darkness, remarkable, valuable, weightless, careful, harmful) Fluency Booster Practice Book, Lesson 23, p. 47</p> <p>“The International Space Station” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Teacher’s Component, Lessons 19-25, Lesson 23: Suffixes -able, -ful, -less, -ness, Decodable Text Lesson Plan</p> <p>“The Time Capsule” (cover/covered/covering, stickers/sticking) Fluency Booster Practice Book, Lesson 25, p. 51</p> <p>“The Time Capsule” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Practice Book, Lessons 19-25, Lesson 25: Related Words, Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">INTERACTIVE PRACTICE BUNDLE</p> <p>Decodable Library</p> <p>Interact with the Text: “What Will I Be?” (actor, diver, teacher)</p> <p>Decodable Passage: “The Class Play” (diver, farmer, sailor) SadlierConnect.com, Level C, Decodable Library, Word Study Skills, Suffixes, Level C— -er, -or</p> <p>Lesson Plan: “What Will I Be?”/“The Class Play” SadlierConnect.com, Level C, Decodable Library, Word Study Skills, Suffixes, Level C— -er, -or</p> <p>Interact with the Text: “Join Our Walking School Bus!” (careful, fearless, safely)</p> <p>Decodable Passage: “The International Space Station” (harmful, nearly, weightless) SadlierConnect.com, Level C, Decodable Library, Word Study Skills, Suffixes, Level C— -ful, -less, -y, -ly</p> <p>Lesson Plan: “What Will I Be?”/“The Class Play” SadlierConnect.com, Level C, Decodable Library, Word Study Skills, Suffixes, Level C— -ful, -less, -y, -ly</p>
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION <i>Irregular Plurals</i></p> <p>Introduction</p> <p>Irregular Plurals Student Edition & Teacher’s Edition, Unit 3, Lesson 20, SE p. 165/TE p. T204</p> <p>Introduce Sound-Spelling (Irregular Plurals) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T203</p> <p>Build Fluency</p> <p>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</p> <p>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 style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text</p> <p>“Race Day” (teeth, children, sheep, moose) Student Edition & Teacher’s Edition, Unit 3, Lesson 20, SE p. 167/TE p. T206</p> <p>Read Connected Text: “Race Day” Lesson Plan: Teacher’s Edition, Unit 3, Lesson 20, TE p. T205</p> <hr/> <p>Word Study</p> <p>Irregular Plurals 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</p> <p>Word Building (Irregular Plurals) Teacher’s Edition, Unit 3, Lesson 20, TE p. T208</p> <hr/> <p>Independent/Partner Work</p> <p>Word Building (Irregular Plurals) Teacher’s Edition, Unit 3, Lesson 20, TE p. T209</p> <hr/> <p style="text-align: center;"><i>High-Frequency Words</i></p> <p>Teacher Table Intervention</p> <p>High-Frequency Words (Day 2) 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> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text</p> <p>“Daisy and the State Fair” Fluency Booster Practice Book, Lesson 20, p. 41</p> <p>“Daisy and the State Fair” Lesson Plan SadlierConnect.com, Level C, Fluency Booster Teacher’s Component, Lessons 19-25, Lesson 20: Irregular Plurals, Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Partner Reading Partner Reading 10: “Name That Group” Inflectional Endings with Spelling Changes; Irregular Plurals Fluency Booster Practice Book, p. 85</p> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>High-Frequency Word List Level C SadlierConnect.com, Level C, Overview, High-Frequency Words</p> <hr/> <p>Irregular High-Frequency Words (grouped alphabetically) SadlierConnect.com, Level C, Overview, High-Frequency Words</p> <hr/> <p>High-Impact Routine High-Frequency Words (video) SadlierConnect.com, Level C, Professional Development, High-Impact Routines by Wiley Blevins</p> <hr/> <p>Teacher’s Guide to High-Frequency Words What Are High-Frequency Words?/Supporting Instruction of High-Frequency Words Use the Read/Spell/Write/Extend Routine, Use Flashcards, Build a Log of Cumulative Sentences, Play <i>What’s Missing?</i>, Play <i>Mix and Fix It</i> SadlierConnect.com, Level C, Differentiation Supports, Additional Routines</p>

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres 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;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Read Connected Text “My Diary” Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE p. 43/ TE p. T48</p> <p style="text-align: center;"><i>continued</i></p>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres 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>Read Connected Text (<i>cont.</i>)</p> <p>Read Connected Text: “My Diary” (chorally read passage aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. T47</p> <p>“The Monster Pumpkin” Student Edition & Teacher’s Edition, Unit 2, Lesson 12, SE p. 101/TE p. T122</p> <p>Read Connected Text: “The Monster Pumpkin” (chorally read passage aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 12, TE p. T121</p> <p>“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!” (chorally read passage aloud to build oral fluency) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, TE p. T245</p> <hr/> <p>Independent Partner Work</p> <p>Build Fluency (reread decodable texts from previous weeks 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> <hr/> <p>Home-School Connection (frequently reread stories to families) 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> <hr/> <p>Teacher Table Intervention</p> <p>Reread Connected Text (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>Reread and Write (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>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres 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>Reread Connected Text/Write (reread Connected Text to partners) 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> <hr/> <p>Cumulative Assessment</p> <p>Fluency Check Student Edition & 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 & 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 & Teacher’s Edition, Unit 3, Lesson 24, SE p. 204/TE p. T252 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 24, T252</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text</p> <p>“Single-Use Plastics” Fluency Booster Practice Book, Lesson 6, p. 13 “Single-Use Plastics” Lesson Plan (Fluency Plan) SadlierConnect.com, Level C, Fluency Booster Teacher’s Component, Lessons 1-11, Lesson 6: Long u, Decodable Text Lesson Plan</p> <p>“Noisy Monkeys” Fluency Booster Practice Book, Lesson 15, p. 31 “Noisy Monkeys” Lesson Plan (Fluency Plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 12-18, Lesson 15: Vowel Team Syllables, Decodable Text Lesson Plan</p> <p>“Sun and Wind” Fluency Booster Practice Book, Lesson 30, p. 61 “Sun and Wind” Lesson Plan (Fluency Plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Lesson 30: Contractions, Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Partner Reading</p> <p>Partner Reading 5: “Kitchen Scrap Garden” Short oo, Long oo; Diphthongs /ou/, /oi/ Fluency Booster Practice Book, p. 75</p> <p>Partner Reading 9: “Muffins to Make” Final e Syllables; Unaccented Final Syllables Fluency Booster Practice Book, p. 83</p> <p>Partner Reading 15: “ Abbreviation Bingo” Abbreviations; Contractions Fluency Booster Practice Book, p. 95</p> <p>Fluency Practice (includes Progress Check/record up to five readings)</p> <p>Fluency Practice 1 Fluency Practice 2 Fluency Practice 3 Fluency Practice 4 Fluency Booster Practice Book, pp. 63–66 SadlierConnect.com, Level B, Fluency Booster Practice Book, Fluency Practice</p> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>Student Fluency Sentences SadlierConnect.com, Unit 1, Student and Family Resources SadlierConnect.com, Unit 3, Student and Family Resources</p> <p>Teacher’s Guide to Fluency What Is Fluency?/Supporting Fluency Development Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level C, Differentiation Supports, Additional Routines</p>
<p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4b: 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 style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Study/Morphology</p> <p>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 style="text-align: center;"><i>continued</i></p>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4b: 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>Word Study/Morphology (<i>cont.</i>)</p> <p>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>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 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 15, TE p. T153</p> <hr/> <p>Read Connected Text</p> <p>“Unicorns of the Sea” Student Edition & Teacher’s Edition, Unit 1, Lesson 7, SE p. 59/TE p. T68</p> <p>Read Connected Text: “Unicorns of the Sea” (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 7, TE p. T67</p> <p>“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>“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>End-of-Book Resources</p> <p>Types of Context Clues Teacher’s Edition, TE p. T319</p>