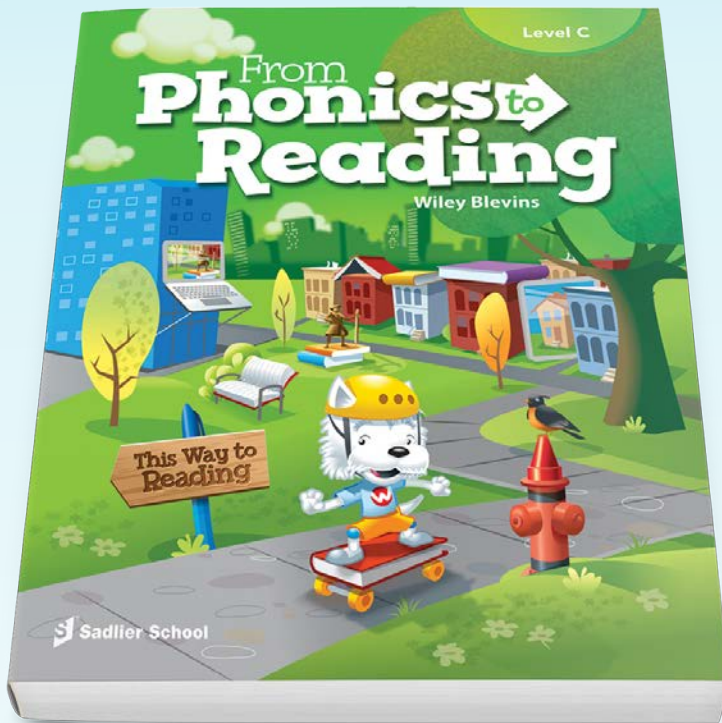


From Phonics to Reading

Correlation to the North Carolina Standard Course of Study for English Language Arts (2017)

Grade 3



Contents

Reading Standards for Foundational Skills

Handwriting.....	2
Phonics and Word Recognition.....	2
Fluency	9



READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>RF.3.2 Print all upper- and lowercase letters legibly and proportionally.</p>	<p>TE DIGITAL RESOURCES* Differentiation Supports Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction</p> <ul style="list-style-type: none"> • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 • Letter Formation Guide, pp. 5–8 <p>Letter Formation Practice Letter Formation Cards (cursive)</p>

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Introduction Learn and Blend/Blend It</p> <p>Prefixes dis-, un-, pre-, re-</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 173/TE p. T214 <p>Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> • Unit 3, Lesson 23, SE p. 189/TE p. T234 <p>Prefixes im-, in-, non-, mis-, sub-</p> <ul style="list-style-type: none"> • Unit 3, Lesson 24, SE p. 197/TE p. T244 <p>Build Fluency Speed Drill Students underline the prefix or suffix each word.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 173/TE p. T214 • Unit 3, Lesson 23, SE p. 189/TE p. T234 • Unit 3, Lesson 24, SE p. 197/TE p. T244 <p>Read Connected Text Connected Text/Interact with the Text Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Packing for a Trip”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216 <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “Join Our Walking School Bus!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 23, SE p. 191/TE pp. T235–T236 <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- “The Unbelievable Woolly Bear!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort Sort It Out Students words according to prefix or suffix.</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 176/TE p. T215 Unit 3, Lesson 23, SE p. 192/TE p. T235 Unit 3, Lesson 24, SE p. 200/TE p. T245 <p>Word Study/Morphology Define It/Practice It/Try It</p> <p>Using Morphology: Prefixes and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 177/TE pp. T217-T218 <p>Related Words: Suffixes (-er, -est, able)</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 193/TE pp. T237-T238 <p>Using Morphology: Prefixes, Suffixes, and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 201/TE pp. T247-T248 <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention Word Building/Reread Connected Text</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE p. T218 Unit 3, Lesson 23, TE p. T238 Unit 3, Lesson 24, TE p. T248 <p>Independent/Partner Work Word Building</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE p. T219 Unit 3, Lesson 23, TE p. T239 Unit 3, Lesson 24, TE p. T249 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1-30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- "Crow and the Pitcher"</p> <ul style="list-style-type: none"> Lesson 21, p. 44 <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly "The International Space Station"</p> <ul style="list-style-type: none"> Lesson 23, p. 48 <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- "Inventions"</p> <ul style="list-style-type: none"> Lesson 24, p. 50 <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Crow and the Pitcher”</p> <ul style="list-style-type: none"> Lesson 21, p. 44 <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station”</p> <ul style="list-style-type: none"> Lesson 23, p. 48 <p>Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- ”Inventions”</p> <ul style="list-style-type: none"> Lesson 24, p. 50 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (dis-, un-, pre-, re-) <p>“Packing for a Trip”</p> <p>Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> Level C (-ful, -less, -y, -u) <p>“Join Our Walking School Bus!”</p> <p>Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/PREFIXES</p> <ul style="list-style-type: none"> Level C (im-, in-, non-) <p>“The Unbelievable Woolly Bear!”</p> <p>Interact with the Text and Lesson Plan</p>
<p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode words with common Latin suffixes.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It</p> <p>Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE p. T234 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <p>Students underline the prefix or suffix each word.</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE p. T234 <p><i>Read Connected Text</i></p> <p>Connected Text/Interact with the Text</p> <p>Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “Join Our Walking School Bus!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 191/TE pp. T235-T236 <p><i>Word Sort</i></p> <p>Sort It Out</p> <p>Students words according to suffix.</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 192/TE p. T235 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology Define It/Practice It/Try It Related Words: Suffixes (-er, -est, able) • Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238</p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station” • Lesson 23, p. 48</p> <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library WORD STUDY SKILLS/SUFFIXES • Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p>
<p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllabic words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It <i>Transition to Longer Words</i> Closed Syllables • Unit 2, Lesson 12, SE p. 99/TE p. T120 Vowel Team Syllables • Unit 2, Lesson 15, SE p. 123/TE pp. T149–T150 Final e Syllables • Unit 2, Lesson 17, SE p. 139/TE p. T170</p> <p>Build Fluency Speed Drill • Unit 2, Lesson 12, SE p. 99/TE p. T120 • Unit 2, Lesson 15, SE p. 123/TE p. T150 • Unit 2, Lesson 17, SE p. 139/TE p. T170</p> <p>Read Connected Text Connected Text/Interact with the Text Unit 2, Lesson 12: Closed Syllables “The Monster Pumpkin” • Unit 2, Lesson 12, SE p. 101/TE p. T122 Unit 2, Lesson 15: Vowel Team Syllables “Cow? Doe? Goat? Guess!” • Unit 2, Lesson 15, SE p. 125/TE p. T152 Unit 2, Lesson 17: Final e Syllables “A Nice Surprise” • Unit 2, Lesson 17, SE p. 141/TE p. T172</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multisyllabic words.

continued

continued

Word Sort

Sort It Out

Open Sort

- Unit 2, Lesson 12, SE p. 102/TE pp. T119, T122
- Unit 2, Lesson 15, SE p. 126/TE pp. T149, T152
- Unit 2, Lesson 17, SE p. 142/TE pp. T169, T172

Closed Sort/Check and Discuss

- Unit 2, Lesson 12, SE p. 102/TE p. T121
- Unit 2, Lesson 15, SE p. 126/TE p. T151
- Unit 2, Lesson 17, SE p. 142/TE p. T171

TEACHER'S EDITION

Independent/Partner Work

Word Sort

- Unit 2, Lesson 12, TE p. T121
- Unit 2, Lesson 15, TE p. T151
- Unit 2, Lesson 17, TE p. T171

Concept Sort (by syllable type)

- Unit 2, Lesson 12, TE p. T123
- Unit 2, Lesson 15, TE p. T153
- Unit 2, Lesson 17, TE p. T173

Teacher Table: Intervention

High-Frequency Syllables

- Unit 2, Lesson 12, TE p. T122
- Unit 2, Lesson 15, TE p. T152
- Unit 2, Lesson 17, TE p. T176

Word Building/Reread Connected Text

- Unit 2, Lesson 12, TE p. T124
- Unit 2, Lesson 15, TE p. T154
- Unit 2, Lesson 17, TE p. T178

TE DIGITAL RESOURCES*

Professional Development

Instructional Support by Wiley Blevins

Multisyllabic Words (video)

Differentiation Supports

Syllable Types Student Resources/Instructional Resources

Word Study/Morphology

Closed Syllables

Consonant + le Syllables

Final e Syllables

Open Syllables

Vowel Team Syllables

r-Controlled Vowel Syllables

Assessment

Benchmark PDF

Benchmark Assessments

Comprehensive Phonics Survey: Nonsense Word Reading

E. Word Study (Multisyllabic Words)

continued

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multisyllabic words.

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 12: Closed Syllables

“Rabbit Facts”

- Lesson 12, p. 26

Lesson 15: Vowel Team Syllables

“Noisy Monkeys”

- Lesson 15, p. 32

Lesson 17: Final e Syllables

“Milkshake for Breakfast”

- Lesson 17, p. 36

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

SYLLABLE TYPES/CLOSED SYLLABLES

- Level C

“The Monster Pumpkin”

Interact with the Text and Lesson Plan

SYLLABLE TYPES/VOWEL TEAM SYLLABLES

- Level C

“Noisy Monkeys”

Decodable Passage and Lesson Plan

SYLLABLE TYPES/FINAL E SYLLABLES

- Level C

“A Nice Surprise”

Interact with the Text and Lesson Plan

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
d. Read grade-appropriate irregularly spelled words.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Irregular Plurals

- Unit 3, Lesson 20, SE p. 165/TE pp. T203-T204

Build Fluency

Speed Drill

- Unit 3, Lesson 20, SE p. 165/TE p. T204

Word Sort

Sort It Out

- Unit 3, Lesson 20, SE p. 168/TE p. T206

Read Connected Text

Connected Text/Interact with the Text

Unit 3, Lesson 20: Irregular Plurals

“Race Day”

- Unit 1, Lesson 2, SE p. 167/TE p. T205

Word Study/Morphology

Define It/Practice It/Try It

Irregular Plurals

- Unit 3, Lesson 20, SE p. 169/TE p. T208

TEACHER'S EDITION

Teacher Table: Intervention

High-Frequency Words

For example:

Have students review the sentences in their notebooks for each of the high-frequency words: way, was, saw, wash, one, once, found, round.

Prompt students to take five sentences and expand on each one by adding descriptive details or combining two ideas using and (e.g., We saw our neighbor shoveling snow. We saw our neighbor shoveling snow and decided to help him). Provide guidance as needed. (TE p. T306)

- Unit 1, Lesson 3, TE pp. T28, T30, T32, T34
- Unit 2, Lesson 17, TE pp. T172, T174, T176, T178
- Unit 4, Lesson 29, TE pp. T300, T302, T304, T306

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Unit 3, Lesson 20: Irregular Plurals

“Daisy and the State Fair”

- Lesson 20, p. 42

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

WORD STUDY SKILLS/IRREGULAR PLURALS

- Level C

“Race Day”

Interact with the Text and Lesson Plan

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

RF.3.5 Read sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.

STUDENT EDITION/TEACHER’S EDITION

Read Connected Text

Connected Text
Students read the passage then answer the questions.
Interact with the Text
Students circle all words with the lesson phonics skill. They discuss the comprehension questions with a partner, using details from the passage to support their answer.

Unit 1, Lesson 2: Long a

“State Fair”

- Unit 1, Lesson 2, SE p. 19/TE p. T18

Unit 2, Lesson 16: r-Controlled Vowel Syllables

“Dependable Dogs”

- Unit 2, Lesson 16, SE p. 133/TE p. T162

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Packing for a Trip”

- Unit 3, Lesson 21, SE p. 175/TE p. T216

TE DIGITAL RESOURCES*

Units 1–6

Lesson 1–30: Instructional Resources: Decodable Passage Lesson Plan

Each online Decodable Text Lesson Plan provides After Reading comprehension questions that guide students to read with purpose and demonstrate understanding.

Unit 1, Lesson 2: Long a

“State Fair” Lesson Plan

Unit 2, Lesson 16: r-Controlled Vowel Syllables

“Dependable Dogs” Lesson Plan

Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re-

“Packing for a Trip” Lesson Plan

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Lesson 3: Final Stable Syllables

“Beekeeping”

- Decodable Text, p. 9
- Comprehension and Vocabulary/Writing: Write About It, p. 10

Lesson 16: Final e Syllables

“Garden Spiders”

- Decodable Text, p. 33
- Comprehension and Vocabulary/Writing: Write About It, p. 34

Lesson 28: Compound Words

“Birdwatching”

- Decodable Text, p. 57
- Comprehension and Vocabulary/Writing: Write About It, p. 58

continued

continued

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.5 Read 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>FLUENCY BOOSTER TEACHER'S COMPONENT*</p> <p>Lessons 1–30</p> <p>Decodable Text Lesson Plan Each Decodable Text Lesson Plan provides After Reading comprehension questions that help students read with purpose and demonstrate understanding.</p> <p>Lesson 3: Final Stable Syllables “Beekeeping” Lesson Plan</p> <p>Lesson 16: Final e Syllables “Garden Spiders” Lesson Plan</p> <p>Lesson 28: Compound Words “Birdwatching” Lesson Plan</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ō</p> <ul style="list-style-type: none"> Level C <p>“The Dog Walker” Interact with the Text and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <ul style="list-style-type: none"> Level C <p>“The Cooking Crew” Interact with the Text and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> Level C <p>“Back to School” Decodable Passage and Lesson Plan</p>
<p>RF.3.5 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>STUDENT EDITION/TEACHER'S EDITION</p> <p>Read Connected Text</p> <p>Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Unit 1, Lesson 5: Long i “My Diary”</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 43/TE p. T48 <p>Unit 3, Lesson 19: Inflectional Endings -ed, -ing “A Wild Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 159/TE p. T196 <p>Unit 4, Lesson 30: Contractions “It’s Show Time!”</p> <ul style="list-style-type: none"> Unit 4, Lesson 30, SE p. 249/TE p. T310 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.5 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>TEACHER'S EDITION</p> <p>Independent/Partner Work</p> <p>Build Fluency</p> <p>Have students reread the decodable passages from previous weeks to build skill mastery.</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T47 Unit 3, Lesson 19, TE p. T195 Unit 4, Lesson 30, TE p. T309 <p>Home-School Connection</p> <p>Have students take home the decodable passage to read with their families.</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T49 Unit 3, Lesson 19, TE p. T197 Unit 4, Lesson 30, TE p. T311 <p>Teacher Table: Intervention</p> <p>Reread Connected Text</p> <p>Guide students through a repeated reading of the Connected Text. Have students read to a partner. Provide corrective feedback. Then do a choral reading of the passage.</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T50 Unit 3, Lesson 19, TE p. T198 Unit 4, Lesson 30, TE p. T312 <p>Reread and Write</p> <p>Guide students through a repeated choral reading of the lesson Connected Text.</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T54 Unit 3, Lesson 19, TE p. T202 Unit 4, Lesson 30, TE p. T316 <p>TE DIGITAL RESOURCES*</p> <p>Assessment</p> <p>Assessment Overview</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> Fluency Assessment Guidance, p. 3 <p>Formative</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> Fluency Assessment Guidance <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Fluency Routines and Minilessons, Level C</p> <ul style="list-style-type: none"> Lesson 2: Introduce the Repeated Reading Fluency Routine Lesson 3: Model Fluency: Intonation Lesson 4: Echo Read and Choral Read Lesson 11: Reader's Theater Lesson 13: Audiobook Modeling Lesson 15: Repeated Readings Chart Lesson 17: Oral Reading Model Lesson 20: Repeated Readings Chart Lesson 29: Phrase-Cued Text <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

RF.3.5 Read with sufficient accuracy and fluency to support comprehension.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

continued

continued

Units 1–6

Student and Family Resources
Student Fluency Sentences
Frequent, repeated readings of words with previously taught skills accelerate children’s phonics mastery. The practice page includes five sentences for each lesson in the Unit.
Lessons 1–30: Instructional Resources: Decodable Passage Lesson Plan
Before Reading
English-Learner Supports
Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.
During Reading
Technique
Have children whisper-read the book and then do a choral read.
After Reading
Fluency Plan
On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.
Unit 1, Lesson 5: Long i
“My Diary” Lesson Plan
Unit 3, Lesson 19: Inflectional Endings -ed, -ing
“A Wild Ride” Lesson Plan
Unit 4, Lesson 30: Contractions
“It’s Show Time!” Lesson Plan

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30
Decodable Text
The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.
Lesson 5: Long i
“Tiger”
• Decodable Text, p. 11
• Comprehension and Vocabulary/Writing: Write About It, p. 12
Lesson 11: Complex Vowel /ô/
“Deep Thoughts”
• Decodable Text, p. 23
• Comprehension and Vocabulary/Writing: Write About It, p. 24
Lesson 14: Final Stable Syllables
“Oodles of Noodles” (poem)
• Decodable Text, p. 29
• Comprehension and Vocabulary/Writing: Write About It, p. 30

continued

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

RF.3.5 Read with sufficient accuracy and fluency to support comprehension.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

continued

continued

Partner Reading

Partner Reading
Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.

Partner Reading 1

Short Vowels; Long a

“Cupcake the Snake”

- Fluency Booster Practice Book, p. 67

Partner Reading 7

Complex Vowel /ô/; Closed Syllables

“A Fable for All Times”

- Fluency Booster Practice Book, p. 79

Partner Reading 13

Related Words; Homophones

“You’re Joking!”

- Fluency Booster Practice Book, p. 91

FLUENCY BOOSTER TEACHER’S COMPONENT*

Lessons 1–30

Decodable Text Lesson Plan

Before Reading

English-Learner Supports

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

Technique

Have children whisper-read the book and then do a choral read.

After Reading

Fluency Plan

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Lesson 5: Long i

“Tiger” Lesson Plan

Lesson 11: Complex Vowel /ô/

“Deep Thoughts” Lesson Plan

Lesson 14: Final Stable Syllables

“Oodles of Noodles” (poem) Lesson Plan

Partner Reading

Partner Reading Instructional Resources

Teacher’s Guide to Fluency Practice Book

What Is Fluency?

How Do We Teach Fluency?

Teacher’s Guide to Partner Reading Texts

continued

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.3.5 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: right;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Fluency Routines and Minilessons</p> <ul style="list-style-type: none"> • Lesson 1: Model Fluency (general introduction) • Lesson 3: Model Fluency: Intonation • Lesson 4: Echo Read and Choral Read • Lesson 11: Reader’s Theater • Lesson 13: Audiobook Modeling • Lesson 16: Model Fluency: Phrasing (using subjects/predicates) • Lesson 17: Oral Reading Model • Lesson 19: Model Fluency: Phrasing (using conjunctions) • Lesson 22: Model Fluency: Phrasing (using prepositions) • Lesson 29: Phrase-Cued Text <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ö</p> <ul style="list-style-type: none"> • Level C <p>“The Dog Walker”</p> <p>Interact with the Text and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <ul style="list-style-type: none"> • Level C <p>“The Cooking Crew”</p> <p>Interact with the Text and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> • Level C <p>“Back to School”</p> <p>Decodable Passage and Lesson Plan</p> <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i></p> <p>Daily Practice</p> <p>Build Fluency</p> <p>Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 17/TE p. T16 • Unit 1, Lesson 11, SE p. 89/TE p. T106 • Unit 4, Lesson 27, SE p. 223/TE p. T278 <p><i>Build Fluency</i></p> <p>Speed Drill</p> <p>Students practice reading words with the lesson pattern or skill on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 18/TE p. T16 <p style="text-align: right;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.3.5 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> <ul style="list-style-type: none"> Unit 1, Lesson 11, SE p. 90/TE p. T106 Unit 4, Lesson 27, SE p. 224/TE p. T278 <p>Cumulative Assessment Fluency Check Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 24/TE p. T24 Unit 1, Lesson 11, SE p. 96/TE p. T124 Unit 4, Lesson 27, SE p. 230/TE p. T286
<p>RF.3.5 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><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology Context Clues: General Clues <i>Define It/Practice It/Try It</i> Define It Use this section of page 53 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> Tell students that context clues can help them figure out the meaning of an unfamiliar word. Explain that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning. Explain that general clues in the text can help a reader determine the meaning of a word. Call attention to the sample sentence. Guide students to use the general clues "after three years" and "in good condition" to figure out that durable means "long-lasting." Unit 1, Lesson 6, SE p. 53/TE pp. T59-T60 <p>Context Clues: Definitions, Synonyms <i>Define It/Practice It/Try It</i> Define It Use this section of page 119 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> Review that context clues can help readers figure out the meaning of an unfamiliar word. Review that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning. Discuss each type of context clue shown on page 119. For the definition example, tell students that the word is can signal a definition clue. Explain that other definition signal words include are, means, and is called. Repeat for the synonym example and the signal words <i>or, also, as, like, and too</i>. Tell students that commas can set off context clues, as with the words <i>or, very big</i>. Unit 2, Lesson 14, SE p. 119/TE pp. T143-T144 <p>Context Clues: Antonyms, General Clues <i>Define It/Practice It/Try It</i> Define It Use this section of page 127 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> Review that context clues can help readers figure out the meaning of an unfamiliar word and that context clues are words or phrases that can appear in the same sentence as the word or surrounding sentences. <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS

continued

- RF.3.5 Read with sufficient accuracy and fluency to support comprehension.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

continued

- Use the chart on Student Book, page 256 to review the types of context clues students have learned so far.
- Discuss the antonym context clue example on page 127. Tell students that the word but can signal an antonym clue. Explain that other antonym signal words include however and unlike.
- Discuss the general clue example. Explain that when a word's definition, synonym, or antonym is not given, they can look for other clues to help them determine the word's meaning. Discuss how the clues "little water" and "desert areas" help students figure out the meaning of *arid*.
- Unit 2, Lesson 15, SE p. 127/TE pp. T153–T154

End-of-Book Resources

Types of Context Clues

Writers use many types of **context clues** to help readers figure out the meanings of words.

- General
- Definition
- Synonym
- Antonym
- Example

- Unit 2, Lesson 15, SE p. 256/TE p. T319

TEACHER'S EDITION

Read Connected Text

Connected Text

Children use context to confirm or self-correct word recognition, rereading as necessary.

For example:

If students have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out syllable by syllable). Then have students reread the sentence with the corrected word. Confirm that the word is correct by asking students to use other cues. For example, ask: Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word? (TE p. T151)

"Unicorns of the Sea"

- Unit 1, Lesson 7, SE p. 59/TE pp. T67–T68

"Cow? Doe? Goat? Guess!"

- Unit 2, Lesson 15, SE p. 125/TE pp. T151–T152

"ZIP, Zap, Zoom!"

- Unit 4, Lesson 29, SE p. 241/TE pp. T299–T300