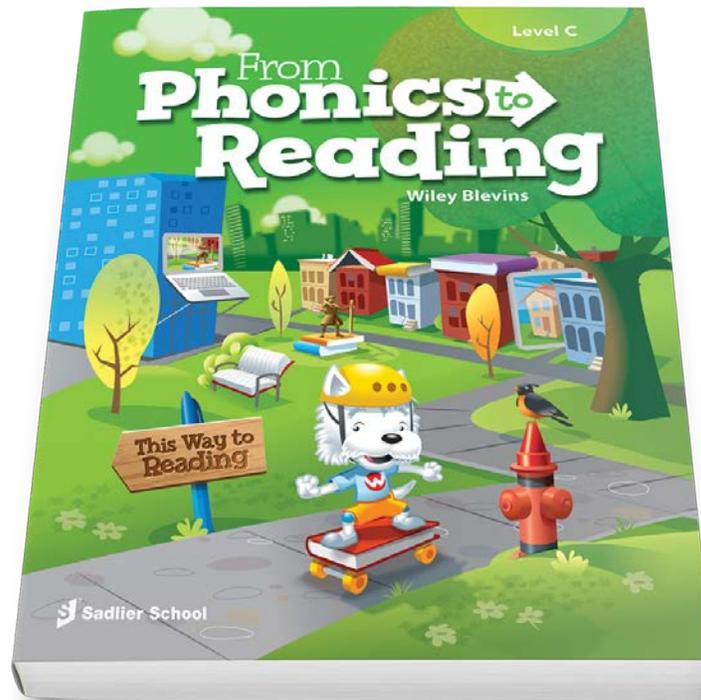


From Phonics to Reading

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 3



KEY ALIGNED CONTENT

Literacy Foundations

Phonological Awareness/Phonemic Awareness.....	2
Phonics.....	5
Fluency.....	13

ADDITIONAL ALIGNED CONTENT

Literacy Foundations

Oral Language.....	19
Vocabulary.....	21
Comprehension.....	26
Writing.....	31

Key Aligned Content

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>7. Demonstrate advanced phonemic awareness skills in spoken words.</p>	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities • Modeling the Tasks
<p>a. Delete phonemes in initial and final blends of a spoken word.</p> <p><i>Examples:</i></p> <p>Say smoke. Now say smoke; but don't say /m/. (soak)</p> <p>Say best. Now say best; but don't say /s/. (bet)</p>	<p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Building (make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208 • Word Ladder (change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Word Ladder (copy master)—TE p. T317 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Word Building • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (phonemic manipulation) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution; deletion; addition) <ul style="list-style-type: none"> • 4. Syllable deletion (Say noble without no.) • 5. Initial sound deletion (Say sat without /s/.) • 6. Final sound deletion (Say make without /k/.) • 7. Initial phoneme in a blend deletion (Say slip without /s/.) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • 8. Final phoneme in a blend deletion (Say nest without /t/.) • 9. Second phoneme in a blend deletion (Say slip without /l/.) ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Deletion)—p. 12
<p>b. Substitute phonemes in initial and final blends in a spoken word.</p> <p><i>Example:</i></p> <p>Say sweep. Now say sweep; but change the /w/ to /l/. (sleep)</p> <p>Say list. Now say list; but change the /s/ to /f/. (lift)</p>	<p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Building (make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208 • Word Ladder (change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Word Ladder (copy master)—TE p. T317 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Word Building • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (phonemic manipulation) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution; deletion; addition) <ul style="list-style-type: none"> • 1. Initial sound substitution (Replace the first sound in man with /p/.) • 2. Final sound substitution (Replace the last sound in bad with /g/.) • 3. Vowel substitution (Replace the middle sound in hat with /o/.) ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>c. Reverse phonemes in a spoken word.</p> <p><i>Examples:</i></p> <p>Say safe. Now say safe but say the last sound first and the first sound last. (face)</p> <p>Say slack. Now say slack but say the last sound first and the first sound last. (class)</p>	<p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (was/saw)—TE p. T300
<p>d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.</p> <p><i>Examples: sap, lap, lip, slip, slit, lit, gob, cob, cub, cup, cap, train, rain, lane, lame, blame</i></p>	<p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Building (use Word Building Cards to make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208 <p>Examples</p> <ul style="list-style-type: none"> • pay→day→ray→tray→gray, TE p. T20 • cube→cute→mute→mule, TE p. T40 • fall→all→tall→stall→call→wall→walk→talk, TE p. T110 <ul style="list-style-type: none"> • Word Ladder (apply phoneme chaining/change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112 <p>Examples</p> <ul style="list-style-type: none"> • stay→stain→brain→rain→rake→lake→brake, TE p. T22 • goat→coat→boat→bat→mat, TE p. T32 • brook→book→cook→coo→clue→blue→blew, TE p. T92 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Word Ladder—TE p. T317 <p>ONLINE RESOURCES Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Word Building Cards • Word Building Ladder BLM • Large Word Building Cards
<p>e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.</p> <p><i>Examples:</i></p> <p>Say photograph. Change graph to cell. (photocell)</p> <p>Say anytime. Change time to where. (anywhere)</p> <p>Say blocked. Change /ed/ to /ing/. (blocking)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Using Morphology: Prefixes and Base Words—SB p. 177/TE p. T218 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Using Morphology: Prefixes and Roots—SB p. 235/TE p. T292 <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Using Morphology: Prefixes and Base Words—TE p. T217 <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Using Morphology: Prefixes, Suffixes, and Base Words—TE p. T247 • Using Morphology: Prefixes and Roots—TE p. T291 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition) <ul style="list-style-type: none"> • 1. Initial sound substitution (Replace the first sound in man with /p/.) • 2. Final sound substitution (Replace the last sound in bad with /g/.) • 3. Vowel substitution (Replace the middle sound in hat with /o/.) • 4. Syllable deletion (Say noble without no.) • 5. Initial sound deletion (Say sat without /s/.) • 6. Final sound deletion (Say make without /k/.) • 7. Initial phoneme in a blend deletion (Say slip without /s/.) • 8. Final phoneme in a blend deletion (Say nest without /t/.) • 9. Second phoneme in a blend deletion (Say slip without /l/.) ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10 ◦ Phonemic Manipulation Routine (Deletion)—p. 12

Phonics

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>8. Apply knowledge of phoneme-grapheme correspondences; multisyllabic word construction; and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—pp. 99–128/TE pp. T120–T128 • Lesson 13 Open Syllables—pp. 107–138/TE pp. T130–T138 • Lesson 14 Final Stable Syllables—pp. 115–148/TE pp. T140–T148 • Lesson 15 Vowel Team Syllables—pp. 123–158/TE pp. T150–T158 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 16 r-Controlled Vowel Syllables—pp. 131-168/TE pp. T160-T168 • Lesson 17 Final e Syllables—pp. 139-178/TE pp. T170-T178 • Lesson 18 Unaccented Final Syllables—pp. 147-188/TE pp. T180-T188
<p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment; e-vent, ev-er-y, po-et</i></p>	<p>CVC (closed syllables) STUDENT BOOK/TEACHER'S EDITION Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128 <p>CVr (r-controlled syllables) STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 7 r-Controlled Vowels /är/, /ör/—SB pp. 57-74/TE pp. T66-T70 • Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-84/TE pp. T76-T80 <p>V (open syllables) STUDENT BOOK/TEACHER'S EDITION Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138 <p>VV (diphthong/vowel team syllables) STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90 • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100 • Lesson 11 Complex Vowel /ô/ (au, aw, a(lk), a(lt), a(ll), ough, augh)—SB pp. 89-114/TE pp. T106-T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123-158/TE pp. T150-T158 <p>VCe (vowel-consonant-e syllables) STUDENT BOOK/TEACHER'S EDITION Lesson</p> <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

Lesson activities

Word Sort

- Sort It Out (a_e)—SB p. 20/TE p. T18

Word Study

- Final e Syllables—SB p. 50/TE p. T49

TEACHER'S EDITION

Word Sort

- Check and Discuss (a_e)—TE p. T17, T45

Introduce Sound-Spelling

- Blend It (how final e affects the vowel sound)—TE pp. T25, T45, T55

Teacher Table: Intervention

- High-Frequency Words (final e words that do and do not have long vowel sounds)—TE p. T88

CLe (consonant-le syllables)

STUDENT BOOK/TEACHER'S EDITION

Lesson

Unit 2 Syllable Types

- Lesson 14 Final Stable Syllables (-le, -tion, -sion, -ture, -sure)—SB pp. 115-148/TE pp. T140-T148

Lesson activities

Word Study

- Final Stable Syllables (consonant + -le)—SB p. 37/TE p. T39

TEACHER'S EDITION

Introduce Sound-Spelling

- Blend It—TE p. T139

English Learners

- Sound Transfer (consonant + -le)—TE p. T179

Six Syllable Types (review)

STUDENT BOOK/TEACHER'S EDITION

Word Study

- "Reading Big Words" Strategy: Step 3 (the six syllable-spelling patterns)—SB p. 13/TE p. T10; SB p. 21/TE p. T20; SB p. 29/TE p. T30; SB p. 37/TE p. T40; SB p. 45/TE p. T50; SB p. 61/TE p. T70; SB p. 93/TE p. T110

End-of-Book Resources

- "Reading Big Words" Strategy: Step 3 (the six syllable-spelling patterns)—TE p. T318

continued

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

- c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *igh*, combinations, diphthongs, and silent letter combinations.
Examples: spl-, str-, scr-, squ-, th, sh, ch, ck, ph, tch, dge, igh, er, ir, ar, or, oi, oy, ou, ow, kn, gn, mb, wr, gh

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - Multisyllabic Words—pp. 51–54
- Instructional Support by Wiley Blevins
 - Video: Multisyllabic Words

STUDENT BOOK/TEACHER'S EDITION

Lessons

Unit 1 Transition to Multisyllabic Words

- Lesson 1 Short Vowels (ea)—SB pp. 9–16/TE pp. T5–T14
- Lesson 2 Long a (ay, ai, ea, ei, igh)—SB pp. 17–24/TE pp. T15–T24
- Lesson 3 Long o (oa, ow, oe)—SB pp. 25–32/TE pp. T25–T34
- Lesson 4 Long e (ee, ea, ey, it, ei)—SB pp. 33–40/TE pp. T35–T44
- Lesson 5 Long i (igh, ie)—SB pp. 41–48/TE pp. T45–T54
- Lesson 6 Long u (ue, ew, iew)—SB pp. 49–56/TE pp. T55–T64
- Lesson 7 r-Controlled Vowels /är/, /ör/ (ar, or, ore, oar)—SB pp. 57–64/TE pp. T65–T74
- Lesson 8 r-Controlled Vowel /ûr/ (er, it, ur)—SB pp. 65–72/TE pp. T75–T84
- Lesson 9 Short oo and Long oo (oo, oui, ou, ue, ui, ew, ough)—SB pp. 73–80/TE pp. T85–T94
- Lesson 10 Diphthongs /ou/, /oi/ (ou, ow, oi, oy)—SB pp. 81–88/TE pp. T95–T104
- Lesson 11 Complex Vowel /ô/ (au, a(lk), a(lt), a(lI), aw, ough, augh)—SB pp. 89–114/TE pp. T106–T110

Unit 2 Syllable Types

- Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123–130/TE pp. T149–T158

STUDENT BOOK/TEACHER'S EDITION

Lesson Activities

Word Study

- Closed Syllables (words with consonant blends/digraphs)—SB p. 13/TE p. T10

TEACHER'S EDITION

Word Study

- Closed Syllables (words with consonant blends/digraphs)—TE p. T9

Introduce Sound-Spelling

- Blend It (digraph *sh*)—TE p. T95

continued

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
Examples:
y can be read /y/ in yet, /ē/ in candy, /i/ in fly
digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school
diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow

Teacher Table: Intervention

- **High-Frequency Words**—TE pp. T122 (words that end in consonant digraphs); T162, T172 (words with final blends); 206 (words that begin with consonant blends)

ONLINE RESOURCES

Assessment

- **Comprehensive Phonics Survey: Individual Scoring Sheet**
 - **Nonsense Word Reading** (consonant blends and digraphs)—p. 2

See also Grade 2/Level B

STUDENT BOOK/TEACHER'S EDITION

Lessons

Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words

- **Lesson 8 Consonant Digraphs** (sh, ch, tch, th)—pp. 81–90
- **Lesson 9 Consonant Digraphs** (wh, ph, ng, nk/three-letter blends)—pp. 91–100

Lesson Activities

Word Study

- **Three-Letter Blends** (scr, spl, squ, spr, str, thr)—p. 98

TEACHER'S EDITION

Sound-Spelling/Word Study

- **Word Study: Three-Letter Blends**—TE p. 99

Related content

STUDENT BOOK/TEACHER'S EDITION

Unit 1 Transition to Multisyllabic Words

- **Lesson 3 Long o** (/ō/ in *snow*)—SB pp. 25–32/TE pp. T25–T34
- **Lesson 4 Long e** (/ē/ in *candy*)—SB pp. 33–40/TE pp. T35–T44
- **Lesson 5 Long i** (/ī/ in *fly*)—SB pp. 41–48/TE pp. T45–T54

Unit 2 Syllable Types

- **Lesson 15 Vowel Team Syllables** (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123–130/TE pp. T149–T158

See also Grade 2/Level B

STUDENT BOOK/TEACHER'S EDITION

Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words

- **Lesson 8 Consonant Digraphs** (sh, ch, tch, th)—pp. 81–90

continued

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>See also Grade 1/Level A</p> <p>ONLINE RESOURCES ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> • Instructional Resources <ul style="list-style-type: none"> ◦ Lesson 11: Yy (/y/ in yo-yo), Zz
<p>e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate.</p> <p><i>Examples: the noun con' /vict vs. the verb con/vict' ; the noun pro' /duce vs. the verb pro/duce'</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 18 Unaccented Final Syllables—SB pp. 147-154/TE pp. T179-T188 <p>TEACHER'S EDITION English Learners</p> <ul style="list-style-type: none"> • Sound Transfer (changing a vowel sound in an unstressed syllable to a schwa sound)—TE p. T179 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p><i>Examples: fore-, anti-, post-, sub-, -ment, -hood, -er, -or, port, ject, form, dict</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings with Spelling Changes (-ed; -ing)—SB pp. 157-202/TE pp. T194-T202 • Lesson 20 Irregular Plurals—SB pp. 165-212/TE pp. T204-T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-222/TE pp. T214-T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-252/TE pp. T244-T252 • Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262 <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 28 Compound Words—SB pp. 231-296/TE pp. T288-T296 • Lesson 30 Contractions—SB pp. 247-316/TE pp. T308-T316 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51–54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words (Decoding Big Words Strategy: Look for Word Parts – prefix, suffix, base word)
<p>g. Decode and encode contractions with <i>am, is, has, not, have, would,</i> and <i>will</i>.</p> <p><i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lesson</p> <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 30 Contractions—SB pp. 247–254/TE pp. T307–T316 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Contractions (use an apostrophe)—SB p. 151/TE p. T184 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Contractions—TE p. T183
<p>h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p> <p><i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lesson</p> <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276 <p>TEACHER'S EDITION</p> <p>Lesson Activity</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words—TE p. T310 (often confused homophone pair: write/right)
<p>i. Decode and encode words with hard and soft <i>c</i> and <i>g</i>.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Hard and Soft <i>c</i> and <i>g</i>—SB p. 85/TE p. T100 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Hard and Soft <i>c</i> and <i>g</i>—TE p. T99

LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences; using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lesson Unit 3 Prefixes and Suffixes • Lesson 20 Target Skill: Irregular Plurals—pp. 165–212/TE pp. T204–T212 Lesson Activities Introduction • Blend It: Check Foundational Skills/Transition to Longer Words (high-frequency words)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308 Build Fluency • Speed Drill (high-frequency words that follow regular phoneme-grapheme correspondences)—SB p. 10/TE p. T6; SB p. 18/TE p. T16; SB p. 26/TE p. T26; SB p. 34/TE p. T36; SB p. 42/TE p. T46; SB p. 50/TE p. T56; SB p. 58/TE p. T66; SB p. 66/TE p. T76; SB p. 74/TE p. T86; SB p. 82/TE p. T96; SB p. 90/TE p. T106; SB p. 100/TE p. T120; SB p. 108/TE p. T130; SB p. 116/TE p. T140; SB p. 124/TE p. T150; SB p. 132/TE p. T160; SB p. 140/TE p. T170; SB p. 148/TE p. T180; SB p. 158/TE p. T194; SB p. 166/TE p. T204; SB p. 174/TE p. T214; SB p. 182/TE p. T224; SB p. 190/TE p. T234; SB p. 198/TE p. T244; SB p. 206/TE p. T254; SB p. 216/TE p. T268; SB p. 224/TE p. T278; SB p. 232/TE p. T288; SB p. 240/TE p. T298; SB p. 248/TE p. T308 TEACHER'S EDITION [Day 2] Teacher Table: Intervention • High-Frequency Words—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310 [Day 3] Teacher Table: Intervention • High-Frequency Words—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312 <i>continued</i></p>

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LITERACY FOUNDATIONS

Phonics

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>[Day 4] Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314 <p>[Day 5] Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316 • Speed Drill (timed reading of irregular plurals)—TE p. T212 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Teacher’s Guide to High-Frequency Words <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 • High-Frequency Word Assessments <ul style="list-style-type: none"> ◦ Directions/Next Steps ◦ Forms <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14-15 ◦ High-Frequency Word Assessment: Student Form (Level C)—pp. 16-17

Fluency

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—pp. 9-16/TE pp. T6-T14 • Lesson 2 Long a—pp. 17-24/TE pp. T16-T20 • Lesson 3 Long o—pp. 25-34/TE pp. T26-T30 • Lesson 4 Long e—pp. 33-44/TE pp. T36-T40 • Lesson 5 Long i—pp. 41-48/TE pp. T46-T50 • Lesson 6 Long u—pp. 49-64/TE pp. T56-T60 • Lesson 7 r-Controlled Vowels /är/; /ôr/—pp. 57-74/TE pp. T66-T70 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 8 r-Controlled Vowel /ûr/—pp. 65-84/TE pp. T76-T80 • Lesson 9 Short oo and Long oo—pp. 73-94/TE pp. T86-T90 • Lesson 10 Diphthongs /ou/, /oi/—pp. 81-104/TE pp. T96-T100 • Lesson 11 Complex Vowel /ô/—pp. 89-114/TE pp. T106-T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—pp. 99-128/TE pp. T120-T128 • Lesson 13 Open Syllables—pp. 107-138/TE pp. T130-T138 • Lesson 14 Final Stable Syllables—pp. 115-148/TE pp. T140-T148 • Lesson 15 Vowel Team Syllables—pp. 123-158/TE pp. T150-T158 • Lesson 16 r-Controlled Vowel Syllables—pp. 131-168/TE pp. T160-T168 • Lesson 17 Final e Syllables—pp. 139-178/TE pp. T170-T178 • Lesson 18 Unaccented Final Syllables—pp. 147-188/TE pp. T180-T188 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>10. Read and reread grade-appropriate text accurately; automatically; and with meaningful expression at a rate which supports comprehension.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read each grade-level reading passage aloud to build oral fluency)—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 141/TE p. T172; SB p. 149/TE p. T182; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290; SB p. 241/TE p. T300; SB p. 249/TE p. T310 <p>TEACHER'S EDITION</p> <p>Read Children's Books (grade-level appropriate trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE T1: <i>Beautiful Blackbird</i> by Ashley Bryan; <i>Ada Twist; Scientist</i> by Andrea Beaty; <i>Carmela Full of Wishes</i> by Matt de la Peña; <i>Gooney Bird and All Her Charms</i> by Lois Lowry; <i>Lark Takes a Bow</i> by Natasha Deen <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Fluency

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

- **Unit 2**—TE p. T115: *The Very Last Castle* by Travis Jonker; *Rotten Richie and the Ultimate Dare* by Patricia Polacco; *The Mysterious Tadpole* by Steven Kellogg; *Lady Pancake & Sir French Toast* by Josh Funk; *Violet the Pilot* by Steve Breen
 - **Unit 3**—TE p. T189: *Thank you; Omu* by Oge Mora; *Babu's Song* by Stephanie Stuve-Bodeen; *The Three Bully Goats* by Leslie Kimmelman; *The Secret Subway* by Shana Corey
 - **Unit 4**—TE p. T263: *The King Who Rained* by Fred Gwynne; *Thank you; Mr. Falker* by Patricia Polacco; *Somebody Loves You; Mr. Hatch* by Eileen Spinelli; *The Bass Plays the Bass and Other Homographs* by Gene Barretta; *The Honeybee Man* by Lela Nargi
- Independent/Partner Work**
- **Build Fluency** (reread decodable passages to build skill mastery)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
- Home-School Connection**
- (Read five sentences containing words with the target skill to build fluency)—TE pp. T9, T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311
- Reread Connected Text/Write**
- **Connected Text** (read sentences from text to check growing fluency)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313
- Teacher Table: Intervention**
- **High-Frequency Words** (practice reading sentences independently and with a partner to build fluency)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314
- ONLINE RESOURCES**
- Professional Development**
- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **Decodable Texts**—pp. 23–26
 - **High-Impact Routines by Wiley Blevins**
 - **Video: Decodable Texts**
- Student and Family Resources**
- **Student Fluency Sentences** (each unit)—Student Fluency Sentences may be used in class to model fluent reading for students. As students read the fluency sentence aloud

continued

LITERACY FOUNDATIONS

Fluency

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly.</p> <p>Instructional Resources</p> <ul style="list-style-type: none"> • Student Fluency Report (each unit) <p>Cumulative Assessments</p> <ul style="list-style-type: none"> • Fluency Check (each lesson) <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Connected Text (each lesson) <p>Fluency</p> <ul style="list-style-type: none"> • Teacher’s Guide to Fluency <ul style="list-style-type: none"> ◦ What Is Fluency? ◦ Supporting Fluency Development • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level C—pp. 19–24 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/*Assess Fluency (wcpm); 2. Introduce the Repeated Reading Fluency Routine; 3. Model Fluency: Intonation; 4. Echo Read and Choral Read; 5. Repeated Readings Chart; 6. Oral Recitation Lesson; 7. Model Fluency: Phrasing (using prepositions); 8. Phrase-Cued Text; 9. Paired Repeated Readings; 10. Repeated Readings Chart; 11. Reader’s Theater; 12. Oral Recitation Lesson; 13. Audiobook Modeling; 14. Model Fluency: Intonation; 15. Repeated Readings Chart/*Assess Fluency (wcpm); 16. Model Fluency: Phrasing (using subjects/predicates); 17. Oral Reading Model; 18. Oral Recitation Lesson; 19. Model Fluency: Phrasing (using conjunctions); 20. Repeated Readings Chart; 21. Model Fluency: Intonation; 22. Model Fluency: Phrasing (using prepositions); 23. Reader’s Theater; 24. Oral Recitation Lesson; 25. Repeated Readings Chart; 26. Model Fluency: Phrasing (using subjects/predicates); 27. Oral Reading Model; 28. Paired Repeated Reading; 29. Phrase-Cued Text; 30. *Assess Fluency (wcpm)
<p>11. Read and reread grade-appropriate poetry; practicing phrasing, rhythm, rhyme, and meaningful expression.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—“Back to School,” SB p. 11/TE p. T8; “The Dog Walker,” SB p. 91/TE p. T108; “What Will I Be?” SB p. 183/TE p. T226; “Friendly or Unfriendly?” SB p. 207/TE p. T256 <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Fluency

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

12. Read high-frequency words commonly found in grade-appropriate text.

Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word; unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

TEACHER’S EDITION

Read Connected Text

- **Connected Text: Poems**—TE pp. T7, T107 (stanzas), T225, T255

STUDENT BOOK/TEACHER’S EDITION

Introduction

- **Blend It: Check Foundational Skills/Transition to Longer Words** (high-frequency words)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308

Build Fluency

- **Speed Drill** (high-frequency words)—SB p. 10/TE p. T6; SB p. 18/TE p. T16; SB p. 26/TE p. T26; SB p. 34/TE p. T36; SB p. 42/TE p. T46; SB p. 50/TE p. T56; SB p. 58/TE p. T66; SB p. 66/TE p. T76; SB p. 74/TE p. T86; SB p. 82/TE p. T96; SB p. 90/TE p. T106; SB p. 100/TE p. T120; SB p. 108/TE p. T130; SB p. 116/TE p. T140; SB p. 124/TE p. T150; SB p. 132/TE p. T160; SB p. 140/TE p. T170; SB p. 148/TE p. T180; SB p. 158/TE p. T194; SB p. 166/TE p. T204; SB p. 174/TE p. T214; SB p. 182/TE p. T224; SB p. 190/TE p. T234; SB p. 198/TE p. T244; SB p. 206/TE p. T254; SB p. 216/TE p. T268; SB p. 224/TE p. T278; SB p. 232/TE p. T288; SB p. 240/TE p. T298; SB p. 248/TE p. T308

TEACHER’S EDITION

[Day 2] **Teacher Table: Intervention**

- **High-Frequency Words**—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310

[Day 3] **Teacher Table: Intervention**

- **High-Frequency Words**—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312

[Day 4] **Teacher Table: Intervention**

- **High-Frequency Words**—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176,

continued

LITERACY FOUNDATIONS

Fluency

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314

[Day 5] **Teacher Table: Intervention**

- **High-Frequency Words/Speed Drill**—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316

Cumulative Assessment

- **Fluency Check** (assess student accuracy and fluency)—SB p. 16/TE pp. T13-T14; SB p. 24/TE pp. T23-T24; SB p. 32/TE pp. T33-T34; SB p. 40/TE pp. T43-T44; SB p. 48/TE pp. T53-T54; SB p. 56/TE pp. T63-T64; SB p. 64/TE pp. T73-T74; SB p. 72/TE pp. T83-T84; SB p. 80/TE pp. T93-T94; SB p. 88/TE pp. T103-T104; SB p. 96/TE pp. T113-T114; SB p. 106/TE pp. T127-T128; SB p. 114/TE pp. T137-T138; SB p. 122/TE pp. T147-T148; SB p. 130/TE pp. T157-T158; SB p. 138/TE pp. T167-T168; SB p. 146/TE pp. T177-T178; SB p. 154/TE pp. T187-T188; SB p. 164/TE pp. T201-T202; SB p. 172/TE pp. T211-T212; SB p. 180/TE pp. T221-T222; SB p. 188/TE pp. T231-T232; SB p. 196/TE pp. T241-T242; SB p. 204/TE pp. T251-T252; SB p. 212/TE pp. T261-T262; SB p. 222/TE pp. T275-T276; SB p. 230/TE pp. T285-T286; SB p. 238/TE pp. T295-T296; SB p. 246/TE pp. T305-T306; SB p. 254/TE pp. T315-T316

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - High-Frequency Words—pp. 31-34
- High Impact Routines by Wiley Blevins
 - Video: High-Frequency Words

High-Frequency Words

- Teacher’s Guide to High-Frequency Words
 - Video Viewing Guide
 - High-Frequency Words—pp. 31-34
- High-Frequency Word Assessments
 - Directions/Next Steps
 - Forms
 - High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14-15
 - High-Frequency Word Assessment: Student Form (Level C)—pp. 16-17

Additional Aligned Content

LITERACY FOUNDATIONS

Oral Language

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</p>	
<p>a. Elaborate on responses in conversations and discussions.</p> <p><i>Examples: use precise, descriptive language; build upon previously expressed ideas</i></p>	<p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (students expand sentences by adding their own descriptive details)—TE pp. T14, T34, T44, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316
<p>2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</p>	<p>Complex sentence structures are modeled in reading passages throughout the program.</p> <p>See examples</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read passages)—SB p. 43/TE p. T48 (Before I turn out the light, I find a hiding spot for my diary.); SB p. 91/TE p. T108 (Fawn gnaws a bone that she holds in her paws.); SB p. 159/TE p. T196 (We dropped and zipped down before whipping around a curve.); SB p. 199/TE p. T246 (As impossible as it seems, the caterpillar will reappear one day as a moth with yellow wings.); SB p. 233/TE p. T290 (At the pond, we watched a dragonfly zoom after bugs.)
<p>a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.</p>	<p>Opportunities for students to use oral language for various purposes are provided in activities throughout the program.</p> <p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read aloud) <ul style="list-style-type: none"> ○ Poems—SB p. 11/TE p. T8; SB p. 91/TE p. T108; SB p. 183/TE p. T226; SB p. 207/TE p. T256 ○ Riddles/Puns—SB p. 35/TE p. T38; SB p. 217/TE p. T270 ○ Letter—SB p. 19/TE p. T18 ○ Stories—SB p. 27/TE p. T28; SB p. 43/TE p. T48; SB p. 83/TE p. T98; SB p. 101/TE p. T122; SB p. 141/TE p. T172; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 233/TE p. T290 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Oral Language

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> Informational text—SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 149/TE p. T182; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 241/TE p. T300; SB p. 249/TE p. T310
<p>3. Apply oral literacy skills by participating in a variety of oral language activities.</p> <p><i>Examples: plays, dramas, choral readings, oral reports</i></p>	<p>Students apply oral literacy skills as they participate in teacher-supervised call and response activities, as well as discuss comprehension questions, in each lesson.</p>
<p>SPEAKING</p> <p>4. Ask and answer questions using complete sentences and grade-level vocabulary.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (ask and answer questions about the content and vocabulary of the text using complete sentences)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>SPEAKING</p> <p>5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—“Riddles: Brain Teasers” (express opinion: choose your favorite riddle and explain why), SB p. 35/TE p. T38 <p>TEACHER’S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (sentence starter: The food I like best is _____)—TE p. T216 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (express opinion: choose your favorite pun and explain why)—TE p. T269
<p>SPEAKING</p> <p>6. Use digital tools to enhance oral presentations, working collaboratively.</p>	<p>N/A</p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>13. Utilize new academic; content-specific; grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Transition to Longer Words/Challenge/Using the “Reading Big Words” Strategy (connect understanding of previously learned words to new academic, domain-appropriate grade-level vocabulary)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308
<p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Word structure lessons—SB p. 13/TE p. T10; SB p. 21/TE p. T20; SB p. 29/TE p. T30; SB p. 37/TE p. T40; SB p. 45/TE p. T50; SB p. 53/TE p. T60; SB p. 61/TE p. T70; SB p. 69/TE p. T80; SB p. 77/TE p. T90; SB p. 85/TE p. T100; SB p. 93/TE p. T110; SB p. 103/TE p. T124; SB p. 111/TE p. T134; SB p. 119/TE p. T144; SB p. 127/TE p. T154; SB p. 135/TE p. T164; SB p. 143/TE p. T174; SB p. 151/TE p. T184; SB p. 161/TE p. T198; SB p. 169/TE p. T208; SB p. 177/TE p. T218; SB p. 185/TE p. T228; SB p. 193/TE p. T238; SB p. 201/TE p. T248; SB p. 209/TE p. T258; SB p. 219/TE p. T272; SB p. 227/TE p. T282; SB p. 235/TE p. T292; SB p. 243/TE p. T302; SB p. 251/TE p. T312 <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Word structure lessons—TE pp. T10; T20; T30; T40; T50; T60; T70; T80; T90; T100; T110; T124; T134; T144; T154; T164; T174; T184; T198; T208; T218; T228; T238; T248; T258; T272; T282; T292; T302; T312

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LITERACY FOUNDATIONS

Vocabulary

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>14. Describe word relationships and nuances in word meanings; including relating them to their opposites and distinguishing shades of meaning in similar or related words; including nouns; verbs; and adjectives.</p>	
<p>a. Determine meaning of words using synonyms in context.</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Explain It (write a definition, synonym, and sample sentence for each word)—SB p. 14/TE pp. T12; SB p. 22/TE pp. T22; SB p. 30/TE pp. T32; SB p. 38/TE pp. T42; SB p. 46/TE pp. T52; SB p. 54/TE pp. T62; SB p. 62/TE pp. T72; SB p. 70/TE pp. T82; SB p. 78/TE pp. T92; SB p. 86/TE pp. T102; SB p. 94/TE pp. T112; SB p. 104/TE pp. T126; SB p. 112/TE pp. T136; SB p. 120/TE pp. T146; SB p. 128/TE pp. T156; SB p. 136/TE pp. T166; SB p. 144/TE pp. T176; SB p. 152/TE pp. T186; SB p. 162/TE pp. T200; SB p. 170/TE pp. T210; SB p. 178/TE pp. T220; SB p. 186/TE pp. T230; SB p. 194/TE pp. T240; SB p. 202/TE pp. T250; SB p. 210/TE pp. T260; SB p. 220/TE pp. T274; SB p. 228/TE pp. T284; SB p. 236/TE pp. T294; SB p. 244/TE pp. T304; SB p. 252/TE pp. T314 <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER'S EDITION High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Explain It—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313 <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—TE p. T143 • Context Clues: Antonyms, Synonyms—TE p. T281
<p>b. Determine meaning of words using antonyms as a clue.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Context Clues: Antonyms, General Clues—TE p. T153 • Context Clues: Antonyms, Synonyms—TE p. T281

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Vocabulary

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>c. Describe the similarities and differences between related words.</p>	<p>N/A</p>
<p>d. Use knowledge of homophones to determine appropriate use of words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276
<p>e. Interpret figurative language.</p>	<p>N/A</p>
<p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</p> <p><i>Examples:</i></p> <p><i>Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Explain It (write a definition, synonym, and sample sentence for each word)—SB p. 14/TE pp. T12; SB p. 22/TE pp. T22; SB p. 30/TE pp. T32; SB p. 38/TE pp. T42; SB p. 46/TE pp. T52; SB p. 54/TE pp. T62; SB p. 62/TE pp. T72; SB p. 70/TE pp. T82; SB p. 78/TE pp. T92; SB p. 86/TE pp. T102; SB p. 94/TE pp. T112; SB p. 104/TE pp. T126; SB p. 112/TE pp. T136; SB p. 120/TE pp. T146; SB p. 128/TE pp. T156; SB p. 136/TE pp. T166; SB p. 144/TE pp. T176; SB p. 152/TE pp. T186; SB p. 162/TE pp. T200; SB p. 170/TE pp. T210; SB p. 178/TE pp. T220; SB p. 186/TE pp. T230; SB p. 194/TE pp. T240; SB p. 202/TE pp. T250; SB p. 210/TE pp. T260; SB p. 220/TE pp. T274; SB p. 228/TE pp. T284; SB p. 236/TE pp. T294; SB p. 244/TE pp. T304; SB p. 252/TE pp. T314 <p>TEACHER'S EDITION English Learners</p> <ul style="list-style-type: none"> • Vocabulary (use pictures and gestures/pantomime to help students make real-life connections to words)—TE pp. T5, T15, T25, T35, T45, T55, T65, T75, T85, T95, T105, T119, T129, T139, T149, T159, T169, T179, T193, T203, T213, T223, T233, T243, T253, T267, T277, T287, T297, T307
<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p><i>Examples:</i></p> <p><i>affixes: -less, -ful, pro-, trans-</i></p> <p><i>roots: aqua, cent, port, form, ject, spect, dict, tend, fer</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings with Spelling Changes (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202 • Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 <p style="text-align: right;"><i>continued</i></p>

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Vocabulary

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–252/TE pp. T244–T252 • Lesson 25 Related Words (shared base words)—SB pp. 205–262/TE pp. T254–T262 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Related Words: Suffixes (-ed, -ing)—SB p. 161/TE p. T198 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258 • Use Morphology: Prefixes and Base Words (use context clues to verify a word’s meaning)—SB p. 177/TE p. T218 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word’s meaning)—SB p. 201/TE p. T248 <p>TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Use Morphology: Prefixes and Base Words (use context clues to verify a word’s meaning)—TE p. T217 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word’s meaning)—TE p. T247
<p>b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings with Spelling Changes (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202
<p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning.</p> <p><i>Examples: pre-, re-, mis-, -ly, -less, -ful, -able, -ment</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–252/TE pp. T244–T252
<p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p>	<p>TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Use Morphology: Prefixes and Roots—TE p. T291 (many roots come from old Greek and Latin words, like <i>port</i>, “carry”)

LITERACY FOUNDATIONS

Vocabulary

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Sort • Sort It Out (open and closed word sorts)—SB p. 12/TE p. T8; SB p. 20/TE p. T18; SB p. 28/TE p. T28; SB p. 36/TE p. T38; SB p. 44/TE p. T48; SB p. 52/TE p. T58; SB p. 60/TE p. T68; SB p. 68/TE p. T78; SB p. 76/TE p. T88; SB p. 84/TE p. T98; SB p. 92/TE p. T108; SB p. 102/TE p. T122; SB p. 110/TE p. T132; SB p. 118/TE p. T142; SB p. 126/TE p. T152; SB p. 134/TE p. T162; SB p. 142/TE p. T172; SB p. 150/TE p. T182; SB p. 160/TE p. T196; SB p. 168/TE p. T206; SB p. 176/TE p. T216; SB p. 184/TE p. T226; SB p. 192/TE p. T236; SB p. 200/TE p. T246; SB p. 208/TE p. T256; SB p. 218/TE p. T270; SB p. 226/TE p. T280; SB p. 234/TE p. T290; SB p. 242/TE p. T300; SB p. 250/TE p. T310</p> <p><u>TEACHER'S EDITION</u> Word Sort • Sort It Out (strategies for organizing words according to sort categories)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299</p> <p>Independent/Partner Work • Concept Sort (sort word cards by base words, words with affixes, and compound words)—TE pp. T49, T69, T99, T153</p>
<p>READING 16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text • Connected Text/Interact with the Text (identify and define unfamiliar words in reading selection/answer comprehension questions)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279</p>
<p>WRITING 17. Use grade-level academic and domain-specific vocabulary in writing.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension • Write About It—SB p. 15/TE p. T12; SB p. 23/TE p. T22; SB p. 31/TE p. T32; SB p. 39/TE p. T42; SB p. 47/TE p. T52; SB p. 55/TE p. T62; SB p. 63/TE p. T72; SB p. 71/TE p. T82; SB p. 79/TE p. T92; SB p. 87/TE p. T102; SB p. 95/TE p. T112; SB p. 105/TE p. T126; SB p. 113/TE p. T136; SB p. 121/TE p. T146; SB p. 129/TE p. T156; SB p. 137/TE p. T166; SB p. 145/TE p. T176; SB p. 153/TE p. T186; SB p. 163/TE p. T200; SB p. 171/TE p. T210; SB p. 179/TE p. T220; SB p. 187/TE p. T230; SB p. 195/TE p. T240; SB p. 203/TE p. T250; SB p. 211/TE p. T260; SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314</p>

LITERACY FOUNDATIONS

Comprehension

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Interact with the Text (discuss content of reading selection)—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 141/TE p. T172; SB p. 149/TE p. T182; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290; SB p. 241/TE p. T300; SB p. 249/TE p. T310 TEACHER'S EDITION Read Connected Text/Write <ul style="list-style-type: none"> • Write About It (discuss/write to describe what they learned in the reading selection)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T, T125, T135, T145, T155, T165, T175, T185, T, T199, T209, T219, T229, T239, T249, T259, T249, T273, T283, T293, T303, T313 </p>
<p>19. Determine the explicit or implied main idea and supporting details of a text.</p>	
<p>a. Explain how supporting details contribute to the main idea, using textual evidence.</p>	<p>TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text (discuss main ideas/cite details in the text)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 </p>
<p>b. Recount or summarize the key ideas from the text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Home Connection <ul style="list-style-type: none"> • Dear Family: Practice with Connected Text/Apreciada familia: Practicando con el cuento en Connected Texts (summarize story)—Unit 1: SB pp. 7 & 8/TE p. T1; Unit 2: SB pp. 97 & 98/TE p. T115; Unit 3: SB pp. 155 & 156/TE p. T189; Unit 4: SB pp. 213 & 214/TE p. T263 </p>
<p>20. Establish a purpose before reading literary and informational texts to enhance comprehension; including identifying background knowledge and generating questions about the topic or characters. <i>Examples: reading for pleasure, application, or information, to identify a theme or an author's purpose</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ Literary text—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; <p style="text-align: right;"><i>continued</i></p> </p>

LITERACY FOUNDATIONS

Comprehension

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>SB p. 141/TE p. T172; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290</p> <ul style="list-style-type: none"> ○ Informational text—SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 149/TE p. T182; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 241/TE p. T300; SB p. 249/TE p. T310 <p>Related content</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss author’s purpose/message)—TE pp. T27, T37, T57, T87, T131 (What is the author’s purpose for writing this passage? How do you know?), T141, T181
<p>READING</p> <p>21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.</p> <p><i>Examples: pronoun references, conjunctions, word substitution using synonyms</i></p> <p><i>Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i></p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER’S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (combine sentences using conjunctions, such as <i>and</i>, <i>but</i>, or <i>because</i>)—TE pp. T44, T84, T276, T306 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (pronouns)—TE pp. T132 <p>ONLINE RESOURCES</p> <p>Fluency</p> <ul style="list-style-type: none"> • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ○ Level C—SB pp. 19–24 <ul style="list-style-type: none"> ○ Repeated Reading Fluency Routine ○ Fluency Minilessons (one minilesson per unit)—7. Model Fluency: Phrasing (using prepositions), 19. Model Fluency: Phrasing (using conjunctions), 22. Model Fluency: Phrasing (using prepositions)

LITERACY FOUNDATIONS

Comprehension

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>READING 22. Describe literary elements within a story, including setting, plot, characters, and themes.</p>	
<p>a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.</p> <p>b. Explain how the characters' actions and dialogue contribute to the meaning of the story.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss characters)—SB p. 43/TE p. T48; SB p. 83/TE p. T98 (dialogue); SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 141/TE p. T172; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 207/TE p. T256; SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss actions, feelings, attitudes of characters)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289
<p>c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss message/theme of literary text)—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 141/TE p. T172; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290
<p>d. Compare and contrast the themes, settings, and plots from two texts.</p>	N/A
<p>READING 23. Identify and use text features in informational passages to locate information.</p> <p><i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i></p>	
<p>a. Explain how text features support details in the text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—SB p. 199/TE p. T246 (illustrated caterpillar life cycle)

LITERACY FOUNDATIONS

Comprehension

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>b. Explain how illustrations contribute to meaning in a story.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text • Connected Text (illustrations)—SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 149/TE p. T182; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 241/TE p. T300</p>
<p>c. Interpret text features used in written and digital formats.</p>	<p>N/A</p>
<p>READING 24. Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p>N/A</p>
<p>READING 25. Identify statements in informational texts as facts or opinions. a. Use prior knowledge and/or details from the text to distinguish fact from opinion. b. Use information gathered from research to evaluate opinions.</p>	<p>N/A</p>
<p>READING 26. Use text comparisons (text to text, text to self, and text to world) to make meaning. a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. b. Compare different versions of the same story.</p>	<p>N/A</p>

LITERACY FOUNDATIONS

Comprehension

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>READING</p> <p>27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.</p> <p><i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i></p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read aloud) <ul style="list-style-type: none"> ○ Poems—SB p. 11/TE p. T8; SB p. 91/TE p. T108; SB p. 183/TE p. T226; SB p. 207/TE p. T256 ○ Riddles/Puns—SB p. 35/TE p. T38; SB p. 217/TE p. T270 ○ Letter—SB p. 19/TE p. T18 ○ Stories—SB p. 27/TE p. T28; SB p. 43/TE p. T48; SB p. 83/TE p. T98; SB p. 101/TE p. T122; SB p. 141/TE p. T172; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 233/TE p. T290
<p>READING</p> <p>28. Identify the narration of a literary text as first person or third person.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss narrator)—TE pp. T195, T215, T225
<p>LISTENING</p> <p>29. Determine the main idea of a text read aloud or information presented in an audible format.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss main idea of passage read aloud with a partner)—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 141/TE p. T172; SB p. 149/TE p. T182; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290; SB p. 241/TE p. T300; SB p. 249/TE p. T310 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss main idea with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>ONLINE RESOURCES</p> <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Interact with the Text (students listen to a professional reading of the Connected Text for each lesson)

LITERACY FOUNDATIONS

Comprehension

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>WRITING</p> <p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i>, and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (create compound sentences using <i>and</i>)—TE pp. T14, T34, T44, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316 <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (combine sentences using conjunctions, such as <i>and, but, or because</i>)—TE pp. T44, T84, T276, T306

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>31. Write legibly in cursive with connected; correctly-formed letters and appropriate spacing between words.</p>	<p>Students practice handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>See Level A/Grade 1</p> <p>ONLINE RESOURCES</p> <p>Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ○ Pencil Grip—SB p. 1 ○ Posture—SB p. 2 ○ Spacing—SB p. 3 ○ Strokes—SB p. 3 ○ General Tips—SB p. 4 ○ Letter Formation Guide—SB pp. 5–8 ○ Level A (Grade One) Handwriting Scope and Sequence—SB pp. 12–14 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—pp. 99–128/TE pp. T120–T128 • Lesson 13 Open Syllables—pp. 107–138/TE pp. T130–T138 • Lesson 14 Final Stable Syllables—pp. 115–148/TE pp. T140–T148 • Lesson 15 Vowel Team Syllables—pp. 123–158/TE pp. T150–T158 • Lesson 16 r-Controlled Vowel Syllables—pp. 131–168/TE pp. T160–T168 <p style="text-align: right;">continued</p>

LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p>	<ul style="list-style-type: none"> • Lesson 17 Final e Syllables—pp. 139-178/TE pp. T170-T178 • Lesson 18 Unaccented Final Syllables—pp. 147-188/TE pp. T180-T188 <p>CVC (closed syllables) STUDENT BOOK/TEACHER'S EDITION Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128 <p>CVr (r-controlled syllables) STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57-74/TE pp. T66-T70 • Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-84/TE pp. T76-T80 <p>V (open syllables) STUDENT BOOK/TEACHER'S EDITION Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138 <p>VV (diphthong/vowel team syllables) STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90 • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100 • Lesson 11 Complex Vowel /ô/ (au, aw, a(lk), a(lt), a(ll), ough, augh)—SB pp. 89-114/TE pp. T106-T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123-158/TE pp. T150-T158 <p>VCe (vowel-consonant-e syllables) STUDENT BOOK/TEACHER'S EDITION Lesson</p> <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178 <p>Lesson activities</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (a_e)—SB p. 20/TE p. T18 <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

Word Study

- Final e Syllables—SB p. 50/TE p. T49

TEACHER'S EDITION

Word Sort

- Check and Discuss (a_e)—TE p. T17, T45

Introduce Sound-Spelling

- Blend It (how final e affects the vowel sound)—TE pp. T25, T45, T55

Teacher Table: Intervention

- High-Frequency Words (final e words that do and do not have long vowel sounds)—TE p. T88

CLe (consonant-le syllables)

STUDENT BOOK/TEACHER'S EDITION

Lesson

Unit 2 Syllable Types

- Lesson 14 Final Stable Syllables (-le, -tion, -sion, -ture, -sure)—SB pp. 115-148/TE pp. T140-T148

Lesson activities

Word Study

- Final Stable Syllables (consonant + -le)—SB p. 37/TE p. T39

TEACHER'S EDITION

Introduce Sound-Spelling

- Blend It—TE p. T139

English Learners

- Sound Transfer (consonant + -le)—TE p. T179

Six Syllable Types (review)

STUDENT BOOK/TEACHER'S EDITION

Word Study

- “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—SB p. 13/TE p. T10; SB p. 21/TE p. T20; SB p. 29/TE p. T30; SB p. 37/TE p. T40; SB p. 45/TE p. T50; SB p. 61/TE p. T70; SB p. 93/TE p. T110,

End-of-Book Resources

- “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—TE p. T318

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - Multisyllabic Words—SB pp. 51-54
- Instructional Support by Wiley Blevins
 - Video: Multisyllabic Words

LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Hard and Soft c and g—SB p. 85/TE p. T100 TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Various topics (more difficult word families/consonant blends/digraphs)—TE pp. T9 (consonant blends/digraphs), T19, T29, T39, T49, T59, T69, T79, T89, T99 (hard and soft <i>c</i> and <i>g</i>), T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311 Teacher Table: Intervention <ul style="list-style-type: none"> • High-Frequency Words—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122 (consonant digraphs), T132, T142, T152, (final blends) T162, T172 (final blends), T182, T196, T206 (initial consonant blends), T216, T226, T236, T246, T256, T270, T280, T290, T300, T310 • Word Building—TE pp. T10 (<i>dr-</i>, <i>fl-</i>), T20 (<i>tr-</i>, <i>gr-</i>), T30 (<i>gr-</i>), T40 (<i>str-</i>), T50 (<i>-ight</i>), T70 (<i>sc-</i>, <i>st-</i>, <i>-rt</i>, <i>-rk</i>), T80 (<i>sk-</i>, <i>sh-</i>), T90 (<i>bl-</i>), T100 (<i>-nd</i>), T110 (<i>dr-</i>), T134 (<i>cr-</i>), T134 (<i>-ttl-</i>), T174 (<i>-thl-</i>), T198, T258, T292 (<i>-ight</i>, <i>-tch</i>) • Word Ladder—TE pp. T42 (<i>str-</i>), T52 (<i>-ight</i>), T72 (<i>-rt</i>, <i>-rk</i>), T82 (<i>th-</i>, <i>-rd</i>), T92 (<i>bl-</i>), T102 (<i>-wl</i>), T112 (<i>-lk</i>) </p>
<p>d. Encode words with less common prefixes; suffixes; and common Latin roots.</p> <p><i>Examples:</i></p> <p><i>prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-</i></p> <p><i>suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</i></p> <p><i>Latin roots: port, form, ject, spect, dict, tend, fer</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes <ul style="list-style-type: none"> • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–252/TE pp. T244–T252 • Lesson 25 Related Words (shared base words)—SB pp. 205–262/TE pp. T254–T262 </p>
<p>e. Encode frequently confused homophones accurately, using context to determine correct spelling.</p> <p><i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 More Word Study Skills <ul style="list-style-type: none"> • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276 </p>

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LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

WRITING

33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

STUDENT BOOK/TEACHER'S EDITION

Introduction

- **Daily Practice: Write About It** (use lesson words to create a story)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308

TEACHER'S EDITION

Teacher Table: Intervention

- **Reread and Write** (use time-order words to signal event order in narratives)—TE p. T14, T128

Independent/Partner Work

- **Writing Fluency** (partners work together to write story beginning or story map/work independently to write different endings)—TE pp. T53, T147, T157, T231, T285
- **Writing Fluency** (add story sentences)—TE pp. T127, T221

WRITING

34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

STUDENT BOOK/TEACHER'S EDITION

Writing Extension

- **Write About It** (reread lesson reading selection then write to the prompt)—SB p. 15/TE p. T12; SB p. 23/TE p. T22; SB p. 31/TE p. T32; SB p. 39/TE p. T42; SB p. 47/TE p. T52; SB p. 55/TE p. T62; SB p. 63/TE p. T72; SB p. 71/TE p. T82; SB p. 79/TE p. T92; SB p. 87/TE p. T102; SB p. 95/TE p. T112; SB p. 105/TE p. T126; SB p. 113/TE p. T136; SB p. 121/TE p. T146; SB p. 129/TE p. T156; SB p. 137/TE p. T166; SB p. 145/TE p. T176; SB p. 153/TE p. T186; SB p. 163/TE p. T200; SB p. 171/TE p. T210; SB p. 179/TE p. T220; SB p. 187/TE p. T230; SB p. 195/TE p. T240; SB p. 203/TE p. T250; SB p. 211/TE p. T260; SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314

TEACHER'S EDITION

Reread Connected Text/Write

- **Write About It** (complete the Writing Extension activity)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313

LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>WRITING</p> <p>35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—"Riddles: Brain Teasers" (express opinion: choose your favorite riddle and explain why), SB p. 35/TE p. T38 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (sentence starter: The food I like best is _____)—TE p. T216 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (express opinion: choose your favorite pun and explain why)—TE p. T269
<p>WRITING</p> <p>36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p>	
<p>a. Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.</p>	<p>Correct usage of articles is modeled in Connected Text selections.</p>
<p>b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.</p>	<p>Related content</p> <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Concept Sort (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T19, T29, T79, T109, T173, T247, T281
<p>c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 20 Irregular Plurals—SB pp. 165–172/TE pp. T203–T212
<p>d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 29 Abbreviations—SB pp. 239–306/TE pp. T298–T306

LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>WRITING</p> <p>37. Compose simple; compound; and complex sentences with correct subject-verb agreement.</p> <p>a. Identify and correct sentence fragments and run-on sentences.</p> <p>b. Identify the subject and predicate of a sentence.</p>	<p>Related content</p> <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (write in their notebooks a sentence using each high-frequency word)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310
<p>WRITING</p> <p>38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It—SB p. 15/TE p. T12; SB p. 23/TE p. T22; SB p. 31/TE p. T32; SB p. 39/TE p. T42; SB p. 47/TE p. T52; SB p. 55/TE p. T62; SB p. 63/TE p. T72; SB p. 71/TE p. T82; SB p. 79/TE p. T92; SB p. 87/TE p. T102; SB p. 95/TE p. T112; SB p. 105/TE p. T126; SB p. 113/TE p. T136; SB p. 121/TE p. T146; SB p. 129/TE p. T156; SB p. 137/TE p. T166; SB p. 145/TE p. T176; SB p. 153/TE p. T186; SB p. 163/TE p. T200; SB p. 171/TE p. T210; SB p. 179/TE p. T220; SB p. 187/TE p. T230; SB p. 195/TE p. T240; SB p. 203/TE p. T250; SB p. 211/TE p. T260; SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314
<p>WRITING</p> <p>39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.</p> <p>a. Avoid plagiarism by using their own words and utilizing digital sources ethically.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Find It (search through books and stories for words with featured syllables)—SB p. 14/TE pp. T12; SB p. 22/TE pp. T22; SB p. 30/TE pp. T32; SB p. 38/TE pp. T42; SB p. 46/TE pp. T52; SB p. 54/TE pp. T62; SB p. 62/TE pp. T72; SB p. 70/TE pp. T82; SB p. 78/TE pp. T92; SB p. 86/TE pp. T102; SB p. 94/TE pp. T112; SB p. 104/TE pp. T126; SB p. 112/TE pp. T136; SB p. 120/TE pp. T146; SB p. 128/TE pp. T156; SB p. 136/TE pp. T166; SB p. 144/TE pp. T176; SB p. 152/TE pp. T186; SB p. 162/TE pp. T200; SB p. 170/TE pp. T210; SB p. 178/TE pp. T220; SB p. 186/TE pp. T230; SB p. 194/TE pp. T240; SB p. 202/TE pp. T250; SB p. 210/TE pp. T260; SB p. 220/TE pp. T274; SB p. 228/TE pp. T284; SB p. 236/TE pp. T294; SB p. 244/TE pp. T304; SB p. 252/TE pp. T314 <p>TEACHER'S EDITION</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Find It (look in books and stories for words with featured syllables)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313

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LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>WRITING 40. Use grade-level and domain-appropriate vocabulary in writing.</p>	
<p>a. Use specific vocabulary to develop a story.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Write About It (use lesson words to create a story)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308
<p>b. Use specific vocabulary to explain or inform on a topic.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It—SB p. 15/TE p. T12; SB p. 23/TE p. T22; SB p. 31/TE p. T32; SB p. 39/TE p. T42; SB p. 47/TE p. T52; SB p. 55/TE p. T62; SB p. 63/TE p. T72; SB p. 71/TE p. T82; SB p. 79/TE p. T92; SB p. 87/TE p. T102; SB p. 95/TE p. T112; SB p. 105/TE p. T126; SB p. 113/TE p. T136; SB p. 121/TE p. T146; SB p. 129/TE p. T156; SB p. 137/TE p. T166; SB p. 145/TE p. T176; SB p. 153/TE p. T186; SB p. 163/TE p. T200; SB p. 171/TE p. T210; SB p. 179/TE p. T220; SB p. 187/TE p. T230; SB p. 195/TE p. T240; SB p. 203/TE p. T250; SB p. 211/TE p. T260; SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314 <p>See also modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ Informational text—SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 149/TE p. T182; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 241/TE p. T300; SB p. 249/TE p. T310

LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>WRITING</p> <p>41. Use words and phrases in writing for effect and elaboration.</p>	<p>TEACHER’S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (expand sentence by adding descriptive details)—TE pp. T14, T34, T44, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316
<p>a. Use transition words and phrases for sentence variety.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—SB p. 27/TE p. T28 (Then/Next/At the end); SB p. 43/TE p. T48 (Then/Before); SB p. 67/TE p. T78 (First/Then); SB p. 75/TE p. T88 (In time/Soon); SB p. 83/TE p. T98 (Then); SB p. 101/TE p. T122 (First/Then/In spring/In summer/By fall); SB p. 141/TE p. T172 (Soon); SB p. 159/TE p. T196 (Now); SB p. 183/TE p. T226 (Then again); SB p. 199/TE p. T246 (In spring); SB p. 233/TE p. T290 (Today/Next time) <p>TEACHER’S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (use time-order words to signal event order in narratives/<i>before, after, next, then</i>)—TE pp. T14, T128
<p>WRITING</p> <p>42. Write poetry or prose in response to visual images to interpret their meanings.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ Poems—SB p. 11/TE p. T8; SB p. 91/TE p. T108; SB p. 183/TE p. T226; SB p. 207/TE p. T256 ○ Stories—SB p. 27/TE p. T28; SB p. 43/TE p. T48; SB p. 83/TE p. T98; SB p. 101/TE p. T122; SB p. 141/TE p. T172; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 233/TE p. T290