

| Reading Foundational Skills (Level 3) | |
|---|---|
| Print Concepts | |
| <i>Student Goal:</i> | <i>What it looks like:</i> |
| 1.(Not applicable at Level 3) | |
| Phonological Awareness | |
| 2. (Not applicable at Level 3) | |
| Phonics and Word Recognition | |
| 3. Know and apply Level 3 phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read Level 3-appropriate irregularly spelled words. | Students continue learning specific strategies for decoding words in texts. learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. |
| Fluency | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read Level 3 text with purpose and understanding. b. Read Level 3 text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end. • Make you voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. |