

Unit 1

Pre-test - Page 2

Name: _____

Date: _____

3. Write the words:



word flashcards:

sound

little

level 3

EVIDENCED-BASED INSTRUCTION

The Level 3 Reading Comprehension Curriculum...

focuses on advanced skills

A YEAR-LONG RESOURCE!

8 Units + 1 review unit

all 8 units have:

- ✓ Anchor chart
- ✓ Pre and post test
- ✓ Grading rubric
- ✓ 20 pages of activities
- ✓ Flashcards

READING COMPREHENSION

Leveled Daily
Curriculum

LEVEL 3

over
180
activities

Anchor Chart - Unit 1

Sight Words

over take work years
new only know live
sound little

Phonics read and spell vowel

ai	ay	oi	oy
nal	day	join	bo
gain	stay	point	to

Book Skill identify the main
main idea what the story is mostly about
 • look at the first and last paragraphs
 • look at pictures
 • sometimes read a sentence

Anchor Chart - Unit 2

Sight Words

back very our good
give after just sentence
ing name man

Phonics read and spell vowel pairs

ew	ue	ou	ow
new	blue	out	how
chew	glue	cloud	clown

Book Skill identify the key details
 answer how, what, where, who, when, why, how much, how many

Level 3 Curriculum Map

Unit	Unit Focus/Topics	Unit Details
Unit 1	- sight words - use and identify vowel patterns - identify main idea	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to identify the main idea of a text.
Unit 2	- sight words - less common vowel patterns - identify details	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to identify key details in a text.
Unit 3	- sight words - use and identify vowel patterns - identify a story or passage	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to identify the main idea of a text.
Unit 4	- sight words - use and identify vowel patterns - make inferences	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to make inferences from a text.
Unit 5	- sight words - use and identify vowel patterns - make inferences	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to make inferences from a text.
Unit 6	- sight words - use and identify vowel patterns - identify and utilize nonfiction text features	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to identify and utilize nonfiction text features.
Unit 7	- sight words - use and identify vowel patterns - use and cite evidence	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to use and cite evidence to support their answers.
Unit 8	- sight words - use and identify vowel patterns	The goal of this unit is to build reading comprehension skills in a variety of ways. Students will learn how to sound out and comprehend words with less common vowel patterns. They will also learn how to use and cite evidence to support their answers.

Anchor Chart - Unit 3

Sight Words

think where much
say help before
great through line

Phonics read and spell vowel pairs & controlled vowel patterns

Anchor Chart - Unit 4

Sight Words

tell come also
boy want around
blowing show farm

Phonics read and spell r controlled vowel patterns

level 3

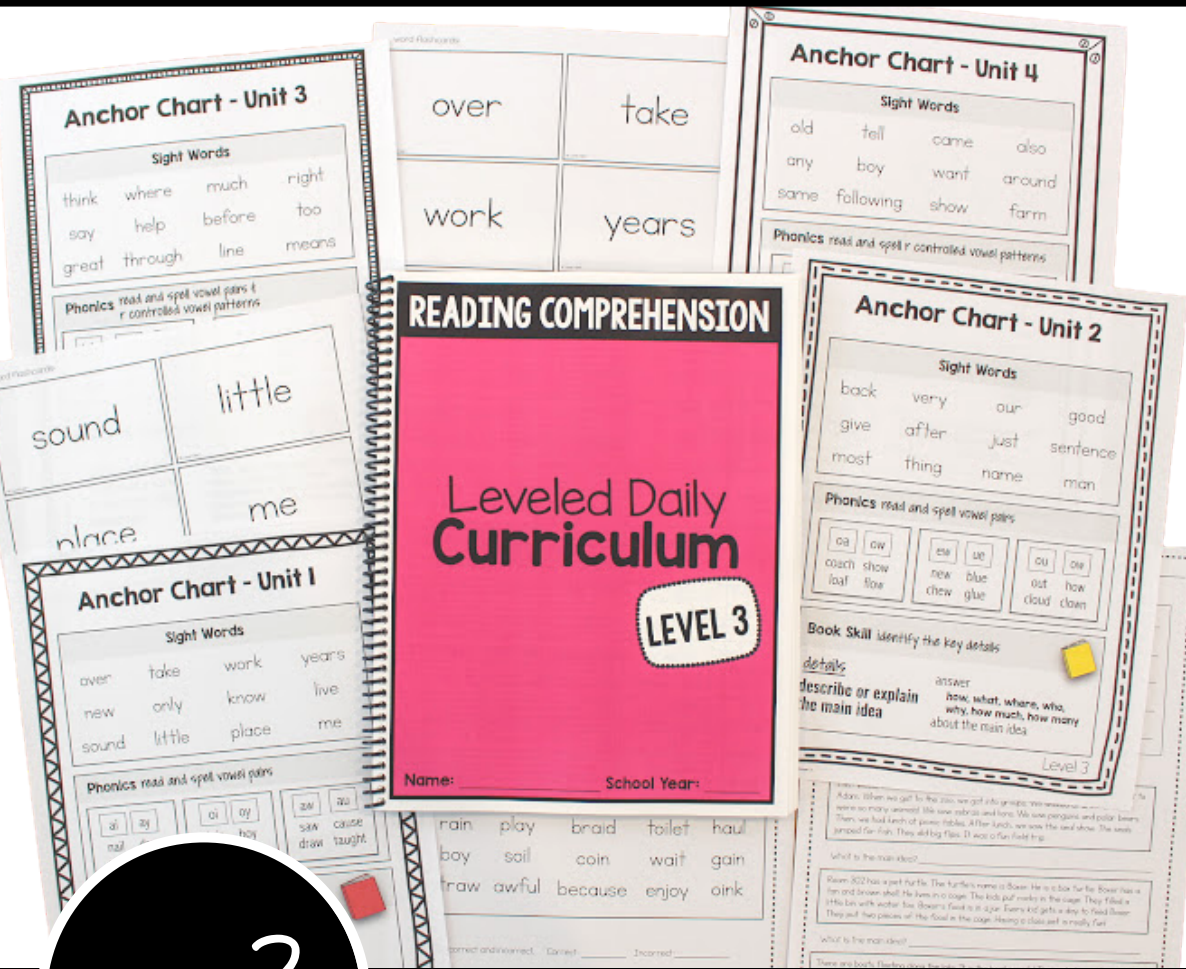
EASILY ALIGNS WITH CORE STANDARDS

INCLUDED SKILLS:

- text levels G - J or 200LL - 400L
- sight words - Fry second 100 words
- less common vowel patterns
- soft and hard C and G words
- final consonant/vowel ending sound words
- identify main ideas and supporting details
- sequence a story or passage
- make predictions and inferences
- identify and utilize nonfiction text features
- use and cite evidence from the text
- compare and contrast stories and passages

level 3

READING LEVEL INCLUDED IN THE PRODUCT DESCRIPTION
TEXTS PROFESSIONALLY LEVELED BY LEXILE



Unit Pre-tests, Post-Tests, & Grading Rubrics

Unit I Pre-test - Page 1

Name: _____ Date: _____

1. Read the sight words:

over take
new only
sound little

Tally correct and incorrect

2. Read the vowel pair words

rain boy

Date: _____

Unit I Post-test - Page 2

Name: _____

Date: _____

3. Write the words:



Questions:

1. We got on a big school bus. I sat next to _____ into groups. We walked all around. There were _____ and lions. We saw penguins and polar bears. At lunch, we saw the seal show. The seals were _____ a fun field trip.

_____ is Boxer. He is a box turtle. Boxer _____ ds out _____

Unit I Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly.			12
2. Read the vowel pair words. Point to each vowel pair word and tell the student "read this". Tally correct and incorrect for each word.			15
3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written.			10
4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them write the main idea. Count the answers as correct or incorrect. To be counted as correct, only the correct answer may be on the line with no additional information.			3
5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student the main idea of the book. Only count as correct if only the correct main idea is given within 5 seconds of asking.			
Reading Level: _____			
	total correct	total incorrect	

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this

total possible percentage

* total correct divided by total possible times 100

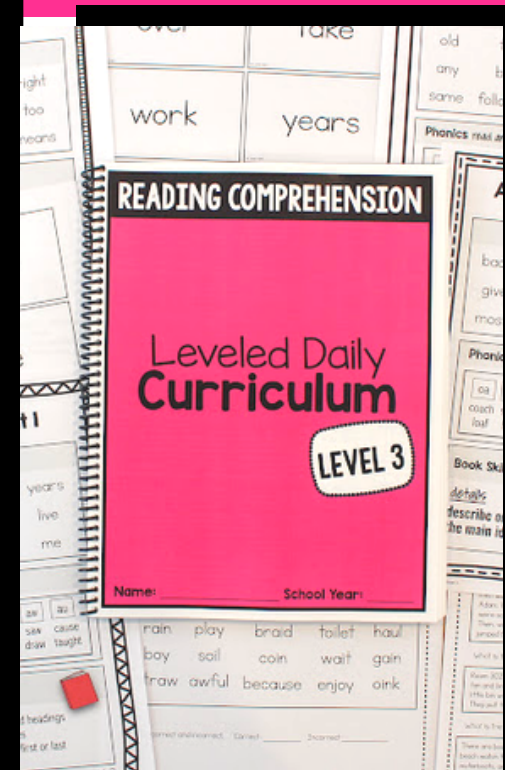
level 3

EMBEDDED DATA BASED DECISION MAKING

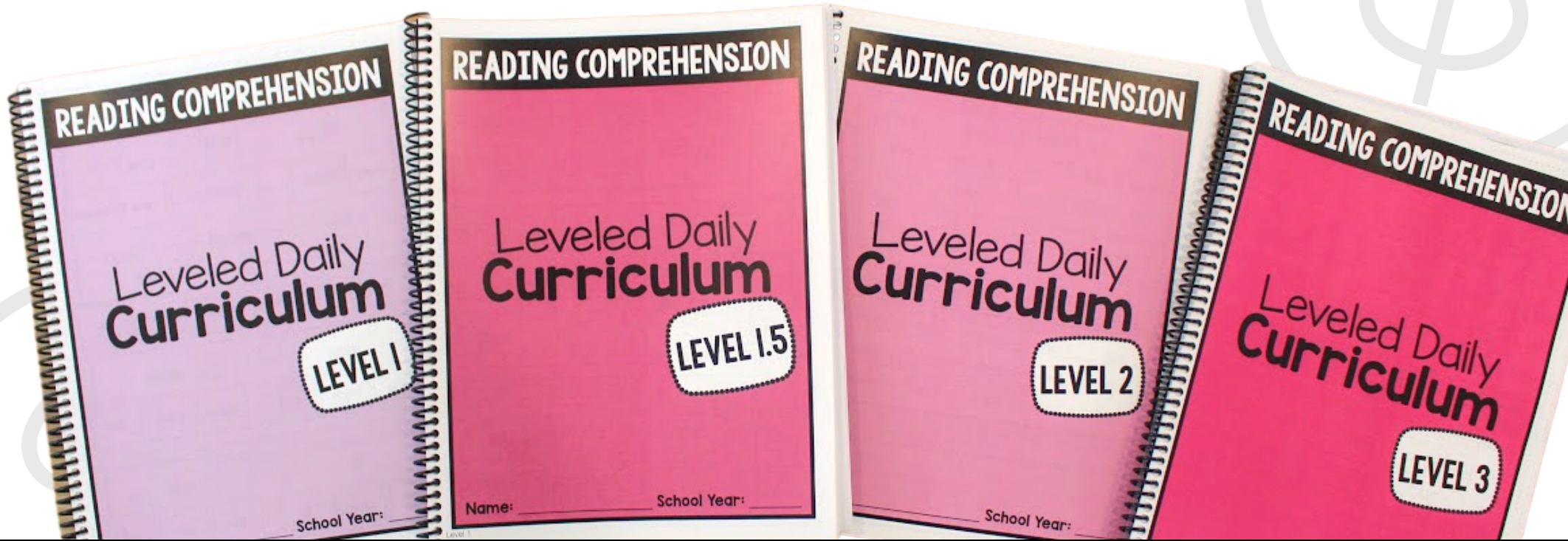
level 3

RECOMMENDED PRE-REQUISITES

- Can readily answer all wh- questions in both conversation and written form
- Can read at a first grade level
- Can write complete sentences
- Can spell most common sight words correctly



SAVE MONEY *with the bundle*



OVER 640 ACTIVITIES INCLUDED, LEARN MORE [HERE](#).