



**95 Percent Group LLC**  
**95 Phonics Core Program © 2020**  
 Grade 3 correlated to the  
**Common Core State Standards for English Language Arts (2010),**  
**Reading: Foundational Skills Grade 3**

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.3.3a</b>	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p><i>This standard is addressed in the Morphology sections throughout each lesson in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 101–102, 120–121, 123–124, 134–136, 186–188, 212–214, 264–266, 344–346, 373–374, 457–459, 486–488, 540–541, 592–593, 618–619, 696–698, 748–749</p> <p><b>SW: Vol a:</b> 39, 47, 53, 55; <b>Vol b:</b> 62–63, 78–79, 93, 110; <b>Vol c:</b> 152, 159, 168–169, 175–176; <b>Vol d:</b> 192–193, 200–201, 223, 239</p>
<b>RF.3.3b</b>	Decode words with common Latin suffixes.	<b>TE:</b> 160, 186–187, 264–265, 372, 402, 457, 540, 568–569, 592–593
<b>RF.3.3c</b>	Decode multisyllable words.	<p><b>TE:</b> 132–133, 140–141, 145–146, 158–159, 166–167, 172, 184–185, 192–193, 197–198, 234–235, 242, 248–249, 262–263, 270–272, 278, 290–291, 297–298, 304–305, 342–343, 350–352, 358, 370–371, 379–380, 387–388, 426–427, 433–434, 441, 484–485, 492–493, 499–500, 512–513, 519–520, 525–526, 538–539, 545–546, 552–553, 590–591, 597–598, 604–605, 616–617, 623–624, 630, 642–644, 649–650, 657–658, 668–669, 675–676, 681–682, 694–696, 702–703, 707–708, 720–721, 728–729, 733–734, 746–747, 753–754, 758–759, 772–774, 779–780, 787</p> <p><b>SW: Vol a:</b> 44–48, 52–56; <b>Vol b:</b> 60–64, 76–80, 84–88, 92–96, 108–112, 116–120; <b>Vol c:</b> 132–136, 150–154, 158–162, 166–170, 182–186; <b>Vol d:</b> 190–194, 198–202, 206–210, 214–218, 222–226, 230–234, 238–242</p>

Standard	Descriptor	Citations
<b>RF.3.3d</b>	Read grade-appropriate irregularly spelled words.	<p><i>Students read irregularly spelled words in High-Frequency Words activities throughout all lessons of the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 34–35, 82–83, 104–105, 170, 196, 276, 327, 411, 496, 523, 602, 654, 680, 757, 784</p> <p><b>SW: Vol a:</b> 15, 31, 39, 46; <b>Vol b:</b> 70, 78, 94, 110; <b>Vol c:</b> 126, 143, 160, 176; <b>Vol d:</b> 192, 200, 224, 240</p>
<b>Fluency</b>		
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.3.4a</b>	Read on-level text with purpose and understanding.	<p><i>Students read on-level texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 14–15, 60–61, 156–157, 208–209, 288–289, 314–315, 368–369, 424–425, 482–483, 564–565, 614–615, 666–667, 718–719, 770–771</p> <p><b>SW: Vol a:</b> 2–3, 26–27, 42–43; <b>Vol b:</b> 66–67, 82–83, 106–107; <b>Vol c:</b> 122–123, 138–139, 172–173; <b>Vol d:</b> 188–189, 220–221, 236–237</p>
<b>RF.3.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	<p><i>Students read on-level prose in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 14–15, 60–61, 156–157, 208–209, 288–289, 314–315, 368–369, 424–425, 482–483, 564–565, 614–615, 666–667, 718–719, 770–771</p> <p><b>SW: Vol a:</b> 2–3, 26–27, 42–43; <b>Vol b:</b> 66–67, 82–83, 106–107; <b>Vol c:</b> 122–123, 138–139, 172–173; <b>Vol d:</b> 188–189, 220–221, 236–237</p>
<b>RF.3.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	<b>TE:</b> 403-404, 407-408, 475-477, 486-488, 490-491