

Grade 3

**Directions:** Use this tool to plan instruction based on results from the Word Reading task (WR-1), with groups where word reading will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

BOY  
  MOY  
  EOY

	Student	Consonant	Short Vowel	Long Vowel	Consonant Blend	Consonant Digraph*	Vowel Digraph or Diphthong**	r- or l- Controlled Vowel	Irregular Pattern	Hard and Soft c/g	Notes
Group 1											
Group 2											
Group 3											
Group 4											

<b>Intervention Activities Guide***</b>
Initial Consonant Substitution Page 62
Middle Vowel Substitution Page 66
Long Vowel Sounds Page 72
Blend Substitution Page 68
Consonant Digraphs Page 77
Short Vowel Sounds Page 69
r-Controlled Vowels Page 76
Inflectional Endings Page 100
Letter to Sound Linking Page 54

\*(e.g., sh, ch, ck)  
\*\*(e.g., ea, ow)

\*\*\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.