

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											

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Middle Vowel Substitution Page 66
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Consonant Digraphs Page 77
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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.