

# Grade 3

## National Reading Vocabulary

The following list contains the 800+ “new” reading words that students need to master by the end of Grade 3. Students who master these vocabulary words (along with our Grade 1 and 2 vocabulary) will be reading at approximately a 4.0 grade level and typically score in the top 10% on national reading tests (such as the Woodcock-Johnson or Stanford Achievement Test). These words are the “next” most-common reading words used in reading books after the 1200 words in our Grade 1 and Grade 2 lists. Words used in our Grade Level Vocabulary lists were selected after computer analysis for word frequency of grade level textbooks including Houghton Mifflin, Scholastic, and Accelerated Reader. To insure comprehension of test questions in a school’s end-of-year testing, we also include critical test question vocabulary (i.e. author – locate – paragraph – details – sequence – fact – opinion – pattern etc.).

Words are organized as follows:

1 <sup>st</sup> nine weeks - 238 words	3 <sup>rd</sup> nine weeks - 252 words
2 <sup>nd</sup> nine weeks - 216 words	4 <sup>th</sup> nine weeks - 252 words
TOTAL = 958 words	

### Vocabulary Organization

Although 958 total words are used in the Grade 3 list, 804 are “new” reading vocabulary words. 154 words in the first nine week section are “review” words from Grade 2. This is done to provide a much needed review of the major vowel sound and difficult reading words from the Grade 2 list. (*It has been a long summer*). Words are introduced at a steady rate of 6 words per day for the first 18 weeks and 7 words per day for weeks 19-36. Friday is to be used by classroom teachers as a review and/or test day to determine mastery of the week’s vocabulary. The 6 or 7 daily words are organized from “most-common” to “least-common” along common vowel sound or reading rule categories.

### Word of the Day

The last word in each daily column is called the “Word of the Day” (next to the WD). It is placed here because it is typically more difficult to learn than the other phonics based words. This difficulty occurs because it is either visually similar to other words (i.e. went – want) or its letters are not consistent with typical phonics rules (i.e. does/duz – what/wut). The Word of the Day typically requires more practice to insure its complete memorization.

### Readiness TEST

An excellent test to determine if a student is ready for the Grade 3 Program is to have him/her read the 70 review words listed in Weeks 1 and 2. If your student can read 50% correctly (35 of 70) then he/she is reading at approximately a 2.5 Grade level (2<sup>nd</sup> Grade 5<sup>th</sup> month) and should begin with our Grade 2 Program. If 75% are answered correctly (52 of 70), then he/she is reading at approximately a 2.8 Grade level and should also go back and review the Grade 2 program. If your student can read the 70 words with 4 or less errors they should be ready for the Grade 3 Vocabulary Building Program. Along with reading the words correctly, it is very important for your student to read the words fluently. Fluency is the process of reading words easily - smoothly and without hesitation. National research has shown vocabulary and fluency are the two essential components for achieving maximum reading ability.

### The Most Progress The Least Effort

With over 20 years researching reading methods and student progress, the evidence clearly shows that teaching reading vocabulary words in small groups that share the same vowel sound will generate far more progress than any other method of teaching reading.

## **Attention Teachers ! A Powerful - Powerful Tool**

If you are a classroom teacher and want to give your students a tremendous jump in reading ability at the start of school, we strongly encourage you to use our Grade Level Lists to test all your students in a one-on-one situation during the first week of school. Grade 4 teachers should enlist the help of assistants or parents and test each student on the Grade 3 words. Grade 3 teachers should test all students using the Grade 2 Vocabulary list. Grade 2 teachers should test their students using the Grade 1 list, etc. By doing this, you are identifying critical vocabulary that your student should have mastered before beginning their current Grade Level Vocabulary Program (remember, words from a previous grade list occur with greater frequency in books, and therefore, are more important to have mastered). It is suggested that you print one copy (12 pages) of each vocabulary list for each student. While this takes considerable time (and about a half ream of paper), it keeps things much more organized and allows for less confusing coding of words during the testing process. (*It is also quite impressive to the parents in your beginning of the year teacher conference.*)

### **Testing Procedure**

To test a student, simply sit down at a table and ask him/her to read the words from the beginning of the list. If your student is able to read the words easily and without hesitation, you may wish to save some time and ask them to read only the "WD" words (Words of the Day). If a child can read these words correctly, then he/she most likely can read the other words correctly (since the WD words are typically more difficult).

You can also access our highly effective ReadingKEY Vocabulary Building Program for teaching the words in this list. This includes all vocabulary building worksheets and our Student & Classroom Reading Wall Files. To download these go to

[www.readingkey.com](http://www.readingkey.com) - click "JOIN" or "TRIAL"

For more information:

EMAIL: tampareads@gmail.com- PHONE: (352) 484-1020

When your student reads a word incorrectly, it is highly beneficial to write the word the child actually said next to the list word. For example, if the word on the list is "certain" - and your student said "curtain," - you should write down "curtain" directly next to the list word "certain." This way they can be practiced together later. You should also record if your student hesitates on a word. For example, if your student hesitates 5 seconds on the word "sure," you should write a 5 next to the word "sure." If they hesitate even 2 seconds - you should write a "2" next to the word.

### **Follow Up Practice**

After completing the testing, write 20-30 list words that you previously marked onto a 4x6 card and tape to the top right of your student's desk. (Students love the fact that they have their very own special set of words). Also, it is very helpful to include the words that you wrote next to incorrectly read words. From time to time, ask a student to read the words on their 4x6 card. You can also make a classroom activity of having students put their words into sentences as well as timing each other on how fast they can say their words. When mastery of the card words is reached, you can then tape another card onto their desk with the next 20-30 words. Note: When putting words onto the card it is recommended that you skip a space between each word. Mastery is attained when the student can read the list words correctly without hesitation. As added encouragement, you may wish to set up a reward for mastery of the words from the list.

**For classroom teachers who take the time to conduct this pre-testing and practice, you'll be rewarded with an immediate advancement in student reading level.**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## GRADE 3 National Reading Vocabulary

This list contains the 800+ new reading words students must learn by the end of Grade 3.

Students who achieve this goal will be reading in the top 10% of all Grade 3 students nationally.

Weeks 1 & 2 are “review” words from Grade 2. The letter “R” next to a word designates a review word from Grade 2. To determine student readiness for this Grade 3 List, test a student on all words in Week 1 and 2 below. If 5 or more words are answered incorrectly (7%) – or if student shows significant hesitation on 5 or more words, it would be very helpful to go back and practice our Grade 2 Student Reading Wall (File 33) to insure solid Grade 2 mastery before beginning this new Grade 3 list.

### Week 1

### REVIEW Grade 2 Vocabulary

### 1<sup>st</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
short a	short e	short i	short o	short u
add	bell	fill	doll	luck
land	spell	drink	cross	drum
shall	step	thick	block	bunch
glass	dress	print	strong	hundred
wrap	chest	since	bottle	crush
catch	length	grip	common	summer
chapter	shelf	wrist	costume	suppose

### Week 2

### REVIEW Grade 2 Vocabulary

### 1<sup>st</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Final-e Rule	ai ee ea ie oa	ar or er ir ur	oo (2) ou oi	C-Rule G-Rule
late	hair	hard	room	ice
bite	stairs	morning	foot	center
dime	wheel	score	loud	office
smile	dream	person	thousand	certain
life	peace	third	noise	giant
shape	piece	during	boil	age
bathe	throat	burn	enjoy	bridge

### Week 3

### Begin Grade 3 Vocabulary

Words #4-6 are review words from Grade 2

### 1<sup>st</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
short a	short e	short i	short o
rag	bet	ink	hog
crash	tent	zip	crop
trash	held	lift	October
R half	R else	R built	R honest
R catch	R health	R silver	R fought
R matter	R measure	R busy	R caught

COMMENTS:

**Week 4 GRADE 3 National Reading Vocabulary 1<sup>st</sup> Quarter**

MONDAY Final-e Rule  pipe mule skate	TUESDAY 1 Cons. Rule  tiger motor student	WEDNESDAY Long Vowels  April December November	THURSDAY Long Vowels  June July May
R care R size R wise	R locate R lately R writer	R height R idea R able	R break R library R knee

**Week 5**

**1<sup>st</sup> Quarter**

MONDAY short vowels  January September February	TUESDAY short e  dent kettle excellent	WEDNESDAY short i  sink cliff ribbon	THURSDAY 2 Cons. Rule  coffee pepper distance
R happen R every R study	R cent R ready R heavy	R listen R build R written	R sandwich R address R number

**Week 6**

**1<sup>st</sup> Quarter**

MONDAY ur – er sound  curl nurse surf	TUESDAY oo - ew  sooner scooter newspaper	WEDNESDAY oi oy  choice spoil oyster	THURSDAY Final-e Rule  huge strange continue
R perfect R earn R worst	R lose R loose R knew	R coin R voice R poison	R race R chose R include

COMMENTS:

**Week 7                    GRADE 3 National Reading Vocabulary                    1<sup>st</sup> Quarter**

MONDAY short a	TUESDAY short e	WEDNESDAY short i	THURSDAY short o
fact	sled	dim	rob
branch	sense	twist	pond
passenger	enemy	witch	chop
R grass	R empty	R visitor	R lock
R family	R several	R million	R knock
R capital	R measure	R interesting	R across

**Week 8                    1<sup>st</sup> Quarter**

MONDAY short u	TUESDAY Final-e Rule	WEDNESDAY Final-e Rule	THURSDAY 1 Cons. Rule
bud	fire	scale	lazy
struck	prize	airplane	safety
tunnel	cute	froze	recess
R dust	R wise	R hole	R below
R crust	R space	R whole	R using
R sudden	R include	R awhile	R receive

**Week 9                    1<sup>st</sup> Quarter**

MONDAY ar - ur	TUESDAY aw-au – short o	WEDNESDAY ow - ou	THURSDAY Unusual short u
March	paw	vowel	extra
market	straw	towel	umbrella
marble	August	allow	Alaska
R farther	R taught	R hour	R dozen
R further	R law	R mountain	R double
R burnt	R crawl	R county	R front

COMMENTS:

**Week 10 GRADE 3 National Reading Vocabulary 2<sup>nd</sup> Quarter**

MONDAY short a  damp match track trap rabbit pattern  <b>WD travel</b>	TUESDAY short e  slept rent mend melt bless necklace  <b>WD exit</b>	WEDNESDAY short i  pin bid ditch drill trim digit  <b>WD pint</b>	THURSDAY short o - u  rod toss fond hut mud subtract  <b>WD calm</b>
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**Week 11**

**2<sup>nd</sup> Quarter**

MONDAY final-e  dine cute cane cape stove vote  <b>WD favorite</b>	TUESDAY ai  aim gain pain pail paint straight  <b>WD captain</b>	WEDNESDAY ee oa  reef creek queen oats toast coast  <b>WD television</b>	THURSDAY ee ea  speed geese speak beach real repeat  <b>WD thread</b>
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**Week 12**

**2<sup>nd</sup> Quarter**

MONDAY ly ry cy ty  jolly ferry lonely fancy copy history  <b>WD supply</b>	TUESDAY “le” ending  turtle battle pickle saddle puzzle possible  <b>WD hospital</b>	WEDNESDAY oo (2) ew  rooster foolish screw view crook woolen  <b>WD viewed</b>	THURSDAY long a - long o  grapes shaded saving crow elbow Halloween  <b>WD folks</b>
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COMMENTS:

**Week 13 GRADE 3 National Reading Vocabulary 2<sup>nd</sup> Quarter**

MONDAY 1 cons. rule	TUESDAY 2 cons. rule	WEDNESDAY 2 cons. rule	THURSDAY final-e rule
bacon	insect	wedding	wipe
hotel	cotton	thunder	hike
frozen	gallon	donkey	dove
sizes	lettuce	pocket	rise
equal	subject	member	value
equally	pumpkin	gather	cone
WD business	WD respect	WD secret	WD glove

**Week 14 2<sup>nd</sup> Quarter**

MONDAY ar	TUESDAY er ur	WEDNESDAY or	THURSDAY ar-or "endings"
cart	border	fort	doctor
carpet	burst	pork	sailor
garden	turkey	bore	harbor
carve	theater	forest	behavior
scarf	underneath	porch	calendar
carton	thermometer	ordered	popular
WD paragraph	WD worth	WD reward	WD area

**Week 15 2<sup>nd</sup> Quarter**

MONDAY final-e rule	TUESDAY ou	WEDNESDAY ee	THURSDAY au aw
pole	outfit	weed	fault
file	scout	deer	haul
frame	wound	freeze	naughty
dare	bound	sleeve	raw
sometime	fountain	cheese	hawk
rhyme	WD group	squeeze	awful
WD gasoline	WD source	WD equivalent	WD drawer

COMMENTS:

## Week 16 GRADE 3 National Reading Vocabulary 2<sup>nd</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
final-e	ai	ea	ea - oa
vine	jail	bead	tea
grove	trail	seal	streak
rose	main	least	loaf
cave	faint	tear (2)	roast
scare	grain	wheat	roam
WD machine	WD greater	WD search	boast
WD prove	WD greatest	WD diamond	WD board

## Week 17

2<sup>nd</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
short a	short e	short i	short I – short u
tax	nest	sin	picnic
ranch	gem	tin	whistle
blast	crept	mist	sincerely
tramp	stretch	rich	gun
hatch	theft	snip	lump
cabin	segment	myth	WD congruent
WD attack	WD metal	WD quilt	WD bull

## Week 18

2<sup>nd</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
final-e rule	2 cons. rule	"c" rule	ly ny ty ry
hike	slipper	notice	likely
pine	slippery	ceiling	pony
ripe	skipper	raced	duty
stage	whisper	scissors	really
trade	buffalo	success	strawberry
sphere	annual	cylinder	symmetry
WD ache	WD liver	WD medicine	WD deny

COMMENTS:

**Week 19      GRADE 3 National Reading Vocabulary      3<sup>rd</sup> Quarter**

MONDAY short a	TUESDAY short i	WEDNESDAY short o	THURSDAY short u
ax	rid	rot	bud
brass	limp	boss	dull
scrap	swift	toss	bulb
strap	drift	knot	club
grand	ticket	flop	plum
fasten	sickness	flock	stuff
WD crawled	WD pint	WD broad	WD shovel

**Week 20**

**3<sup>rd</sup> Quarter**

MONDAY final-e rule	TUESDAY 1-cons. rule	WEDNESDAY 2 cons. rule	THURSDAY “le” “al” ending
eve	belong	attic	rattle
brave	elect	offer	vegetable
paste	protect	suffer	bundle
cube	develop	valley	cradle
snake	details	dentist	rifle
flame	sidewalk	blossom	mammal
WD private	WD topic	WD addition	WD factual

**Week 21**

**3<sup>rd</sup> Quarter**

MONDAY final-e rule	TUESDAY ee ea	WEDNESDAY ie (long e)	THURSDAY ea (short e)
hire	steel	field	feather
grave	sweep	chief	weather
pride	sweeter	thief	sweater
tribe	peas	niece	spread
stare	peach	brief	pleasure
behave	stream	relief	pleasant
WD rinse	WD nearly	WD friendship	WD measurement

COMMENTS:

**Week 22 GRADE 3 National Reading Vocabulary 3<sup>rd</sup> Quarter**

MONDAY 1 cons. rule  future  museum  climate  frequent  remove  sequence  WD planet	TUESDAY 2 cons. rule  zipper  rocket  upset  public  language  principal  WD dessert	WEDNESDAY ow (2)  sow  tow  sparrow  plow  crown  frown  WD ghost	THURSDAY dy gy ny ry ty  buggy  dandy  mighty  century  company  electricity  WD supply
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**Week 23**

**3<sup>rd</sup> Quarter**

MONDAY G-rule  gentle  general  strange  package  imagine  emergency  WD eager	TUESDAY final-e rule  pave  cure  strike  parade  sunshine  complete  WD purpose	WEDNESDAY ee  beef  beet  peep  sheet  speech  agreeable  WD received	THURSDAY ee ea  seek  seems  pioneer  neat  tease  weave  WD ugliest
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**Week 24**

**3<sup>rd</sup> Quarter**

MONDAY ly ry  marry  lonely  factory  carelessly  secretary  especially  WD deny	TUESDAY ou (exceptions)  soup  rough  tough  court  course  throughout  WD route	WEDNESDAY tion - ture  action  direction  vacation  nature  furniture  adventure  WD suggest	THURSDAY 1 cons. rule  ruler  pupil  spider  record (2)  patient  alive  WD potatoes
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COMMENTS:

## Week 25 GRADE 3 National Reading Vocabulary 3<sup>rd</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
ar or er	er ur	ar-or (ending)	2 cons. rule
harvest	prayer	favor	banner
darling	eraser	honor	rather
order	blur	junior	expression
organ	turnip	senior	represent
tender	surface	similar	classify
traveler	hamburger	WD similarity	mathematics
WD arrest	WD southern	WD poor	WD English

## Week 26

3<sup>rd</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
c-rule	final-a rule	ea (2)	silent letters
dancer	banana	beast	comb
sincere	sofa	reason	palm
difference	gorilla	reach	chalk
cereal	America	dead	stalk
reduce	Cuba	death	guest
accident	Canada	meant	crumb
WD chemical	WD sea	WD treasure	WD cough

## Week 27

3<sup>rd</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
g-rule	ful	less ness	tion ture
garage	cheerful	careless	subtraction
damage	harmful	hopeless	multiplication
average	truthful	fearless	pollution
energy	powerful	sadness	capture
energetic	forgetful	hardness	temperature
imagine	thoughtful	kindness	adventure
WD pledge	WD fuel	WD carelessness	WD division

COMMENTS:

## Week 28      GRADE 3 National Reading Vocabulary      4<sup>th</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
f-sound letters	c-rule	ar er or	short vow. mix
telephone	lace	harm	fist
graph	officer	folder	risk
elephant	receive	terrific	skill
phrase	accident	report	split
photo	scene	scoring	swell
enough	experience	horseback	pump
WD dough	WD delicious	WD worried	WD limb

## Week 29

4<sup>th</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
ai	ea	au oi oy	ar-or (ending)
maid	feast	aunt (2)	solar
hail	heap	author	beggar
braid	deal	faucet	grammar
repair	repeat	caution	mayor
contains	release	toilet	honor
straighter	teaspoon	enjoyable	refrigerator
WD fable	WD earliest	WD lion	WD afterward

## Week 30

4<sup>th</sup> Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
final-e rule	2 cons. rule	short vowels	short vowels
celebrate	copper	snap	gasp
figure	lantern	brand	stack
escape	lumber	melt	grand
arrange	signal	rotten	split
produce	bonnet	club	hunt
graduate	inches	drawn	stuff
WD improve	WD bookshelf	WD shove	WD comb

COMMENTS:

**Week 31 GRADE 3 National Reading Vocabulary 4<sup>th</sup> Quarter**

MONDAY final-e rule  wade lame invite provide severe decorate  WD manage	TUESDAY 1 cons. rule  prepare useless deposit deserve design famous  WD tomato	WEDNESDAY 1 cons. rule  usual miles human numeral relax salesman  WD liter	THURSDAY short I  silk hidden pitch hitch stitch switch  WD ridiculous
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**Week 32**

**4<sup>th</sup> Quarter**

MONDAY 2 cons. rule  college village pasture flipped discuss contest  WD soldier	TUESDAY g-rule  engine dodge gentle bandage engineer gymnasium  WD hunger	WEDNESDAY er ir ur  herd clerk rubber curve surround squirrel  WD errand	THURSDAY or  ore port sort force explore foreign  WD worm
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**Week 33**

**4<sup>th</sup> Quarter**

MONDAY final-e  tame daze blaze waste recite valentine  WD magazine	TUESDAY 2 cons. rule  scatter tablet invent master billion industry  WD apron	WEDNESDAY er  dryer mineral whoever whatever cover government  WD zero	THURSDAY er  adverb prisoner overalls shepherd perfume rainwater  WD error
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COMMENTS:

**Week 34 GRADE 3 National Reading Vocabulary 4<sup>th</sup> Quarter**

MONDAY ies ending  babies parties studies duties enemies companies  WD butterflies	TUESDAY ai ee  waiter daisy faith bleed steer indeed  WD bargain	WEDNESDAY er  serve timber clover blender meter millimeter  WD cashier	THURSDAY tion  nation national position invitation education constitution  WD mention
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**Week 35**

**4<sup>th</sup> Quarter**

MONDAY ea  spear cheating stealing sneakers beard preach  WD earn	TUESDAY “dis” prefix  dislike discuss discussion disappear disapprove disappoint  WD disease	WEDNESDAY 1 cons. rule  pilot humid refund report pronoun typewriter  WD quotient	THURSDAY “le” ending  settle castle eagle sample struggle sprinkle  WD valuable
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**Week 36**

**4<sup>th</sup> Quarter**

MONDAY 1 cons. except.  cabinet unusual modern president exit promise  WD select	TUESDAY “r” exceptions  carrot caring scared parent hero worried  WD ferry	WEDNESDAY long v. except.  colt sold hind blind program island  WD stroll	THURSDAY 1 cons. except.  melon prison radish travel adult product  WD graduate
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