



# Intervention Planning Support: Instructional Groupings Report Resources for Reading—Grade 3

Curriculum Associates Intervention Brief | March 2026

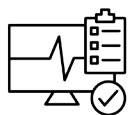
## Guidance Overview

The *i-Ready* Instructional Groupings report groups students with similar instructional priorities, provides recommendations for teacher-led instruction, and identifies resources to support differentiated instruction by domain. This document is designed to support educators with matching related *i-Ready Personalized Instruction* lessons to the Tools for Instruction (TFIs) resources identified in the Instructional Groupings report to support intervention and monitor student progress for Grade 3.

For specific implementation guidance and additional grade levels, see [Intervention Planning Support: Instructional Groupings Report Resources for Reading](#).

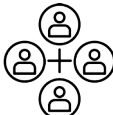
## Using Instructional Groupings Report and *i-Ready* Resources to Support Intervention

1



Administer  
*i-Ready Inform*

2



Review **Groupings** in  
the Instructional  
Groupings report

3



Select **Tools for  
Instruction** for small  
group instruction

4



Assign related  
**Personalized  
Instruction** lesson

5



Monitor data to  
**respond** or adjust

## IMPORTANT CONSIDERATIONS



- **Targeted support with off-grade skills should not supersede or replace grade-level core instruction** and should be layered on in small group instruction as needed to complement and accelerate students' access to grade-level content.
- **It is not intended for educators to use all resources identified in this document** and/or for all students. Rather, educators are encouraged to view this document as a menu of options to choose from strategically based on students' needs.

# Instructional Groupings Resources: Phonics and High-Frequency Words Domains



Educators may reference the [Instructional Groupings Report for Reading](#) to select [Tools for Instruction](#) lesson(s) to provide explicit, targeted, or supplemental instruction at the students' placement level in small groups. Educators may then use the tables below to find Personalized Instruction lessons that can be teacher assigned to provide opportunities to practice or monitor student progress with the skill taught in the matched TFI. For instructions on assigning Personalized Instruction, reference [How do I add Teacher-Assigned Lessons?](#)

| Domain: Phonics and High-Frequency Words |   |                                                                           |       |                                                                                                 |         |
|------------------------------------------|---|---------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------|---------|
| Report Grouping                          |   | Tools for Instruction<br><i>Provide explicit, teacher-led Instruction</i> |       | Personalized Instruction<br><i>Assign opportunities to practice or monitor student progress</i> |         |
| 1                                        | 2 | Lesson Title                                                              | Level | Lesson Title                                                                                    | Level   |
| ✓                                        | ✓ | Decode Words with Short Vowel <i>a</i>                                    | K     | Read Words with Short <i>a</i>                                                                  | Early K |
|                                          |   |                                                                           |       | Short <i>a</i> Words                                                                            | Extra K |
| ✓                                        | ✓ | Decode Words with Short Vowels                                            | K     | Read Words with Short Vowels                                                                    | Late K  |
| ✓                                        | ✓ | Words with Initial <i>l</i> -, <i>r</i> -Blends                           | K, 1  | Beginning Blends with <i>r</i> , <i>l</i>                                                       | Late K  |
|                                          |   |                                                                           |       | Beginning Blends with <i>l</i>                                                                  | Extra K |
|                                          |   |                                                                           |       | Beginning Blends with <i>r</i>                                                                  | Extra K |
| ✓                                        | ✓ | Words with Initial <i>s</i> -Blends                                       | 1, 2  | -                                                                                               | -       |
| ✓                                        | ✓ | Words with Final Digraph <i>ck</i> or Double Consonants                   | 1     | Digraph <i>ck</i>                                                                               | Early 1 |
|                                          |   |                                                                           |       | Ending Consonants <i>ck</i>                                                                     | Extra K |
| ✓                                        | ✓ | Word with Final Consonant Blends                                          | 1     | Say Final Digraph and Consonant Blends                                                          | Early 1 |
|                                          |   |                                                                           |       | Blend Words with Final Consonant Blends                                                         | Early 1 |
| ✓                                        | ✓ | Words with Initial Consonant Digraphs                                     | 1     | Say Beginning Digraphs and Consonant Blends                                                     | Early 1 |
|                                          |   |                                                                           |       | Blend Words with Beginning Digraphs                                                             | Early 1 |
| ✓                                        | ✓ | Words with Final Consonant Digraphs                                       | 1     | Blend Words with Final Digraphs                                                                 | Early 1 |
| ✓                                        | ✓ | Words with <i>r</i> -Controlled Vowels                                    | 1     | Bossy- <i>r</i> Syllables                                                                       | Extra 1 |
|                                          |   |                                                                           |       | Bossy- <i>r</i> <i>ar</i>                                                                       | Extra 1 |
|                                          |   |                                                                           |       | Bossy- <i>r</i> Vowels <i>or</i> , <i>ore</i>                                                   | Extra 1 |
|                                          |   |                                                                           |       | Bossy- <i>r</i> Vowels <i>er</i> , <i>ir</i> , <i>ur</i>                                        | Extra 1 |
| ✓                                        | ✓ | Words with Long Vowel Digraphs                                            | 1     | Long <i>a</i> Spelled <i>ai</i> , <i>ay</i>                                                     | Mid 1   |
|                                          |   |                                                                           |       | Long <i>a</i> : <i>ai</i> , <i>ay</i>                                                           | Extra 1 |
|                                          |   |                                                                           |       | Long <i>e</i> : <i>ea</i> , <i>y</i> , <i>ey</i>                                                | Extra 1 |
|                                          |   |                                                                           |       | Long <i>o</i> : <i>oa</i> , <i>ow</i> , <i>oe</i>                                               | Extra 1 |
|                                          |   |                                                                           |       | Long <i>i</i> : <i>ie</i> , <i>igh</i> , <i>y</i>                                               | Extra 1 |
|                                          |   |                                                                           |       | Two More Sounds for <i>ea</i>                                                                   | Extra 1 |
| ✓                                        | ✓ | Words with Vowel Diphthongs and Digraphs                                  | 2     | Read Words with Spelling <i>oo</i>                                                              | Late 1  |
|                                          |   |                                                                           |       | The Sound / <i>ou</i> / Spelled <i>ou</i> , <i>ow</i>                                           | Late 1  |
|                                          |   |                                                                           |       | The Sound / <i>oi</i> / Spelled <i>oi</i> , <i>oy</i>                                           | Late 1  |
|                                          |   |                                                                           |       | The Sound / <i>o</i> / Spelled <i>au</i> , <i>aw</i>                                            | Late 1  |
|                                          |   |                                                                           |       | Two Sounds for <i>oo</i>                                                                        | Extra 1 |
|                                          |   |                                                                           |       | Vowel Sound in <i>out</i> : <i>ou</i> , <i>ow</i>                                               | Extra 1 |
|                                          |   |                                                                           |       | Vowel Sounds in <i>new</i> and <i>few</i> : <i>ew</i> , <i>ue</i>                               | Extra 1 |
|                                          |   |                                                                           |       | Vowel Sound in <i>soup</i> : <i>ou</i> , <i>ui</i>                                              | Extra 1 |
|                                          |   |                                                                           |       | Vowel Sound in <i>boy</i> : <i>oi</i> , <i>oy</i>                                               | Extra 1 |
|                                          |   |                                                                           |       | Vowel Sound in <i>water</i> and <i>talk</i> : <i>a</i> , <i>al</i>                              | Extra 1 |



| Domain: Phonics and High-Frequency Words, Cont'd. |   |                                                                           |       |                                                                                                 |         |
|---------------------------------------------------|---|---------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------|---------|
| Report Grouping                                   |   | Tools for Instruction<br><i>Provide explicit, teacher-led instruction</i> |       | Personalized Instruction<br><i>Assign opportunities to practice or monitor student progress</i> |         |
| 1                                                 | 2 | Lesson Title                                                              | Level | Lesson Title                                                                                    | Level   |
| ✓                                                 | ✓ | Identify Long Vowel Syllable Types                                        | 2     | Find and Say Long Vowel Sounds                                                                  | Mid K   |
|                                                   |   |                                                                           |       | Blend Words with Long Vowel Sounds                                                              | Late K  |
|                                                   |   |                                                                           |       | Break Up Words with Long Vowel Sounds                                                           | Late K  |
|                                                   |   |                                                                           |       | Long Vowel <i>a</i>                                                                             | Late K  |
|                                                   |   |                                                                           |       | Long Vowel <i>i, o</i>                                                                          | Late K  |
|                                                   |   |                                                                           |       | Long Vowel <i>u, e</i>                                                                          | Late K  |
|                                                   |   |                                                                           |       | Long Vowel Sounds                                                                               | Extra K |
|                                                   |   |                                                                           |       | Long Vowels <i>a</i> and <i>i</i> with Silent <i>e</i>                                          | Early 1 |
|                                                   |   |                                                                           |       | Long Vowels <i>o</i> and <i>u</i> with Silent <i>e</i>                                          | Early 1 |
|                                                   |   |                                                                           |       | Long Vowels                                                                                     | Extra 1 |
| ✓                                                 | ✓ | Identify and Count Syllables                                              | 1     | Break Up Words with Two or More Syllables                                                       | Early K |
| ✓                                                 | ✓ | Decode Two-Syllable VC/CV Words                                           | 1     | Read Two-Syllable Words with Closed Syllables                                                   | Mid 1   |
|                                                   |   |                                                                           |       | Read Two-Syllable Words with Open Syllables                                                     | Mid 1   |
|                                                   |   |                                                                           |       | Read Two-Syllable Words with VCe Syllables                                                      | Late 1  |
|                                                   |   |                                                                           |       | Read Two-Syllable Words with Vowel Team Syllables                                               | Mid 1   |
| ✓                                                 | ✓ | Two-Syllable Words with Short Vowels                                      | 2     | Read Two-Syllable Words with Closed Syllables                                                   | Mid 1   |
| ✓                                                 | ✓ | Inflectional Endings without Spelling Changes                             | 1     | Endings <i>-s, -es</i>                                                                          | Extra 1 |
|                                                   |   |                                                                           |       | Endings <i>-ed, -ing</i>                                                                        | Extra 1 |
|                                                   |   |                                                                           |       | Endings <i>-er, -est</i>                                                                        | Early 3 |
| ✓                                                 | ✓ | Inflectional Endings with Spelling Changes                                | 1, 2  | Endings <i>-ed, -ing</i> : Changes to the Base Word                                             | Early 3 |
|                                                   |   |                                                                           |       | Endings <i>-es, -ed</i> : Changes to the Base Word                                              | Early 3 |
|                                                   |   |                                                                           |       | Doubling and Dropping with Endings <i>-ed, -ing</i>                                             | Early 3 |
| ✓                                                 | ✓ | Two-Syllable Words with Prefixes and Suffixes                             | 2     | Reading Multisyllabic Words with Prefixes <i>in-, im-</i>                                       | Mid 3   |
|                                                   |   |                                                                           |       | Reading Multisyllabic Words with Prefixes <i>dis-, mis-, non-</i>                               | Mid 3   |
|                                                   |   |                                                                           |       | Reading Multisyllabic Words with a Prefix and a Suffix                                          | Late 3  |
|                                                   |   |                                                                           |       | Reading Multisyllabic Words with Suffixes <i>-less, -ful</i>                                    | Early 3 |
|                                                   |   |                                                                           |       | Reading Multisyllabic Words with Suffixes <i>-ous, -able</i>                                    | Early 3 |
|                                                   |   |                                                                           |       | Reading Multisyllabic Words with Suffixes <i>-ment, -ness</i>                                   | Mid 3   |
|                                                   |   |                                                                           |       | Reading Multisyllabic Words with Suffixes <i>-er, -or</i>                                       | Mid 3   |
| ✓                                                 | ✓ | Inconsistent Sound-Spelling Correspondences                               | 2     | -                                                                                               | -       |



| Domain: Phonics and High-Frequency Words, Cont'd. |   |                                                                                                                |       |                                                                                                 |         |
|---------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------|---------|
| Report Grouping                                   |   | Tools for Instruction<br><i>Provide explicit, teacher-led instruction</i>                                      |       | Personalized Instruction<br><i>Assign opportunities to practice or monitor student progress</i> |         |
| 1                                                 | 2 | Lesson Title                                                                                                   | Level | Lesson Title                                                                                    | Level   |
| ✓                                                 | ✓ | Understand Contractions                                                                                        | 2     | -                                                                                               | -       |
| ✓                                                 | ✓ | Decode Words with Silent Letters                                                                               | 2     | Silent Letters <i>kn, mb, wr</i>                                                                | Extra 2 |
|                                                   |   |                                                                                                                |       | Silent Letters                                                                                  | Extra 2 |
|                                                   |   |                                                                                                                |       | Silent Letters                                                                                  | Early 3 |
| ✓                                                 | ✓ | Teach High-Frequency Words<br>Read Irregular High-Frequency Words<br>Play Word Games with High-Frequency Words | 2     | High-Frequency Words: Lessons 0–4                                                               | Early K |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 5–8                                                               | Mid K   |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 9–13                                                              | Late K  |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 14–19                                                             | Early 1 |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 20–24                                                             | Mid 1   |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 25–29                                                             | Late 1  |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 30–32                                                             | Early 2 |
|                                                   |   |                                                                                                                |       | High-Frequency Words: Lessons 33–35                                                             | Mid 2   |
| ✓                                                 | ✓ | Words with Complex <i>r</i> -Controlled Vowel Patterns                                                         | 2     | High-Frequency Words: Lessons 36–38                                                             | Late 2  |
|                                                   |   |                                                                                                                |       | Read Two-Syllable Words with <i>r</i> -Controlled Syllables                                     | Late 2  |
|                                                   |   |                                                                                                                |       | Bossy- <i>r</i> Vowels: <i>oar, our, oor</i>                                                    | Extra 2 |
|                                                   |   |                                                                                                                |       | Bossy- <i>r</i> Vowels: <i>air, are, ear</i>                                                    | Extra 2 |
| ✓                                                 | ✓ | Short Vowel Digraphs                                                                                           | 2     | Bossy- <i>r</i> Vowels: <i>ear, eer</i>                                                         | Extra 2 |
|                                                   |   |                                                                                                                |       | Two More Sounds for <i>ea</i>                                                                   | Extra 1 |
|                                                   |   |                                                                                                                |       | Sounds for <i>ou</i>                                                                            | Extra 2 |
| ✓                                                 | ✓ | Final Stable Syllables: <i>tion, sion</i>                                                                      | 2     | Vowel Sounds for <i>y</i>                                                                       | Extra 2 |
|                                                   |   |                                                                                                                |       | Syllables <i>-tion, -sion, -ion</i>                                                             | Extra 2 |
|                                                   |   |                                                                                                                |       | Determine Word Meanings Using Known Words and Suffixes <i>-tion/-ion</i> and <i>-ous</i>        | Mid 3   |
| ✓                                                 | ✓ | Contractions: <i>'ll, 've, 'm, 're, 's</i>                                                                     | 2     | -                                                                                               | -       |
| ✓                                                 | ✓ | Suffixes <i>er, or</i>                                                                                         | 2     | Suffix <i>-er</i>                                                                               | Extra 1 |
|                                                   |   |                                                                                                                |       | Read Words with the Suffixes <i>-er, -or</i>                                                    | Mid 2   |
|                                                   |   |                                                                                                                |       | Suffixes <i>-er, -or</i>                                                                        | Extra 2 |
|                                                   |   |                                                                                                                |       | Reading Multisyllabic Words with Suffixes <i>-er, -or</i>                                       | Mid 3   |
|                                                   |   |                                                                                                                |       | Determine Word Meanings Using Known Words and Suffixes <i>-er/-or</i> and <i>-ness</i>          | Late 3  |
| ✓                                                 | ✓ | Singular and Plural Possessives                                                                                | 2     | -                                                                                               | -       |



## Instructional Groupings Resources: Vocabulary Domain

| Domain: Vocabulary |   |                                                                           |       |                                                                                                 |         |
|--------------------|---|---------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------|---------|
| Report Grouping    |   | Tools for Instruction<br><i>Provide explicit, teacher-led Instruction</i> |       | Personalized Instruction<br><i>Assign opportunities to practice or monitor student progress</i> |         |
| 1                  | 2 | Lesson Title                                                              | Level | Lesson Title                                                                                    | Level   |
| ✓                  |   | Teach New Word Meanings                                                   | K, 1  | <i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>              | -       |
| ✓                  |   | Use Context to Find Word Meaning                                          | K, 1  | <i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>              | -       |
| ✓                  |   | Multiple-Meaning Words                                                    | K, 1  | -                                                                                               | -       |
| ✓                  |   | Compound Words                                                            | 1, 2  | -                                                                                               | -       |
| ✓                  |   | Synonyms                                                                  | 1     | <i>*Use any of the following "Working with Words" lessons: 1, 2, 5, 6</i>                       | Early 1 |
|                    |   |                                                                           |       | <i>*Use any of the following "Working with Words" lessons: 9, 10, 12–16</i>                     | Mid 1   |
|                    |   |                                                                           |       | <i>*Use any of the following "Working with Words" lessons: 17–19, 21–24</i>                     | Late 1  |
|                    |   |                                                                           |       | <i>*Use any of the following "Working with Words" lessons: 1, 2, 5, 6</i>                       | Early 2 |
| ✓                  |   | Antonyms                                                                  | K, 1  | <i>*Use any of the following "Working with Words" lessons: 3, 4, 7, 8</i>                       | Early 1 |
|                    |   |                                                                           |       | Working with Words: 11                                                                          | Mid 1   |
|                    |   |                                                                           |       | Working with Words: 20                                                                          | Late 1  |
|                    |   |                                                                           |       | <i>*Use any of the following "Working with Words" lessons: 3, 4, 7, 8</i>                       | Early 2 |
| ✓                  |   | Prefixes <i>pre-</i> , <i>un-</i> , <i>re-</i>                            | 1, 2  | Prefix <i>re-</i>                                                                               | Extra 1 |
|                    |   |                                                                           |       | Read Words with Prefix <i>re-</i>                                                               | Early 2 |
|                    |   |                                                                           |       | Read Words with Prefixes <i>un-</i> , <i>pre-</i>                                               | Early 2 |
|                    |   |                                                                           |       | Prefix <i>pre-</i>                                                                              | Extra 2 |
| ✓                  |   | Suffixes <i>-ful</i> and <i>-less</i>                                     | 1, 2  | Read Words with the Suffixes <i>-less</i> , <i>-ness</i>                                        | Late 2  |
|                    |   |                                                                           |       | Suffixes <i>-less</i> , <i>-ness</i>                                                            | Extra 2 |
|                    |   |                                                                           |       | Reading Multisyllabic Words with Suffixes <i>-less</i> , <i>-ful</i>                            | Early 3 |
|                    |   |                                                                           |       | Determine Word Meanings Using Known Words and Suffixes <i>-ful</i> and <i>-less</i>             | Early 3 |



## Instructional Groupings Resources: Comprehension: Informational Text Domain

| Domain: Comprehension: Informational Text |   |                                                                           |       |                                                                                                 |         |
|-------------------------------------------|---|---------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------|---------|
| Report Grouping                           |   | Tools for Instruction<br><i>Provide explicit, teacher-led instruction</i> |       | Personalized Instruction<br><i>Assign opportunities to practice or monitor student progress</i> |         |
| 1                                         | 2 | Lesson Title                                                              | Level | Lesson Title                                                                                    | Level   |
|                                           | ✓ | Key Ideas and Details                                                     | K, 1  | -                                                                                               | -       |
|                                           | ✓ | Identify Main Idea                                                        | K, 1  | Find the Main Topic                                                                             | Mid K   |
|                                           |   |                                                                           |       | Find the Main Topic                                                                             | Late 1  |
|                                           | ✓ | Retell Informational Text                                                 | 1     | Retell Texts                                                                                    | Early 2 |
|                                           | ✓ | Make Inferences                                                           | 1     | -                                                                                               | -       |
|                                           | ✓ | Sequence of Events                                                        | K, 1  | Identify Events                                                                                 | Early K |
|                                           |   |                                                                           |       | Describe Events                                                                                 | Early 1 |
|                                           | ✓ | Cause and Effect                                                          | K, 1  | -                                                                                               | -       |
|                                           | ✓ | Compare and Contrast                                                      | K, 1  | -                                                                                               | -       |
|                                           | ✓ | Categorize and Classify Information                                       | K, 1  | -                                                                                               | -       |
|                                           | ✓ | Use Text Features                                                         | 1     | Use Text Features, Part 1                                                                       | Late 1  |
|                                           |   |                                                                           |       | Use Text Features, Part 2                                                                       | Mid 2   |
|                                           |   |                                                                           |       | Text Features                                                                                   | Mid 3   |
|                                           | ✓ | Connect Text and Visuals                                                  | 1, 2  | Connect Words and Pictures in a Text                                                            | Late K  |
|                                           |   |                                                                           |       | Gather Information from Words and Pictures                                                      | Early 1 |
|                                           |   |                                                                           |       | Information from Words and Pictures                                                             | Mid 3   |
|                                           | ✓ | Identify Supporting Resources                                             | 1     | -                                                                                               | -       |



## Instructional Groupings Resources: Comprehension: Literature Domain

| Domain: Comprehension: Literature |   |                                                                           |       |                                                                                                 |         |
|-----------------------------------|---|---------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------|---------|
| Report Grouping                   |   | Tools for Instruction<br><i>Provide explicit, teacher-led instruction</i> |       | Personalized Instruction<br><i>Assign opportunities to practice or monitor student progress</i> |         |
| 1                                 | 2 | Lesson Title                                                              | Level | Lesson Title                                                                                    | Level   |
|                                   | ✓ | Key Ideas and Details                                                     | K, 1  | –                                                                                               | –       |
|                                   | ✓ | Retell Literary Text                                                      | 1     | Retell Stories                                                                                  | Mid K   |
|                                   |   |                                                                           |       | Retell Stories                                                                                  | Mid 1   |
|                                   | ✓ | Determine Message, Lesson, or Moral                                       | 2     | Determine the Central Message of a Folktale                                                     | Early 3 |
|                                   | ✓ | Make Inferences                                                           | 1     | –                                                                                               | –       |
|                                   | ✓ | Describe Characters                                                       | K, 1  | Describe Characters                                                                             | Early 1 |
|                                   |   |                                                                           |       | Describe How Characters Act                                                                     | Mid 2   |
|                                   | ✓ | Story Elements                                                            | K, 1  | Identify Events                                                                                 | Early K |
|                                   |   |                                                                           |       | Describe Events                                                                                 | Early 1 |
|                                   |   |                                                                           |       | Identify Characters                                                                             | Early K |
|                                   |   |                                                                           |       | Describe Characters                                                                             | Early 1 |
|                                   |   |                                                                           |       | Describe How Characters Act                                                                     | Mid 2   |
|                                   |   |                                                                           |       | Identify Settings                                                                               | Early K |
|                                   |   |                                                                           |       | Describe Settings                                                                               | Early 1 |
|                                   | ✓ | Sequence of Events                                                        | K, 1  | Identify Events                                                                                 | Early K |
|                                   |   |                                                                           |       | Describe Events                                                                                 | Early 1 |
|                                   | ✓ | Cause and Effect                                                          | K, 1  | –                                                                                               | –       |
|                                   | ✓ | Compare and Contrast                                                      | K, 1  | –                                                                                               | –       |
|                                   | ✓ | Connect Text and Visuals                                                  | 1, 2  | Connect Words and Pictures in a Story                                                           | Mid 1   |
|                                   |   |                                                                           |       | Connect Words and Pictures                                                                      | Late 2  |