

# 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).

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.**

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:

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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 short a	TUESDAY short e	WEDNESDAY short i	THURSDAY short o	FRIDAY 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 Final-e Rule	TUESDAY ai ee ea ie oa	WEDNESDAY ar or er ir ur	THURSDAY oo (2) ou oi	FRIDAY 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 short a	TUESDAY short e	WEDNESDAY short i	THURSDAY 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

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

Week 5

1<sup>st</sup> Quarter

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

Week 6

1<sup>st</sup> Quarter

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

COMMENTS:

Week 7

GRADE 3 National Reading Vocabulary

1<sup>st</sup> Quarter

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

Week 8

1<sup>st</sup> Quarter

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

Week 9

1<sup>st</sup> Quarter

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

COMMENTS:

Week 10

GRADE 3 National Reading Vocabulary

2<sup>nd</sup> Quarter

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

2<sup>nd</sup> Quarter

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

2<sup>nd</sup> Quarter

<p>MONDAY ly ry cy ty</p> <p>jolly ferry lonely fancy copy history</p> <p>WD supply</p>	<p>TUESDAY "le" ending</p> <p>turtle battle pickle saddle puzzle possible</p> <p>WD hospital</p>	<p>WEDNESDAY oo (2) ew</p> <p>rooster foolish screw view crook woolen</p> <p>WD viewed</p>	<p>THURSDAY long a - long o</p> <p>grapes shaded saving crow elbow Halloween</p> <p>WD folks</p>
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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	rabbit	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 final-e	TUESDAY ai	WEDNESDAY ea	THURSDAY 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 short a	TUESDAY short e	WEDNESDAY short i	THURSDAY short l – 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 final-e rule	TUESDAY 2 cons. rule	WEDNESDAY “c” rule	THURSDAY 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

<p><b>MONDAY</b> short a</p> <p>ax brass scrap strap grand fasten</p> <p><b>WD</b> crawled</p>	<p><b>TUESDAY</b> short i</p> <p>rid limp swift drift ticket sickness</p> <p><b>WD</b> pint</p>	<p><b>WEDNESDAY</b> short o</p> <p>rot boss toss knot flop flock</p> <p><b>WD</b> broad</p>	<p><b>THURSDAY</b> short u</p> <p>bud dull bulb club plum stuff</p> <p><b>WD</b> shovel</p>
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Week 20

3<sup>rd</sup> Quarter

<p><b>MONDAY</b> final-e rule</p> <p>eve brave paste cube snake flame</p> <p><b>WD</b> private</p>	<p><b>TUESDAY</b> 1-cons. rule</p> <p>belong elect protect develop details sidewalk</p> <p><b>WD</b> topic</p>	<p><b>WEDNESDAY</b> 2 cons. rule</p> <p>attic offer suffer valley dentist blossom</p> <p><b>WD</b> addition</p>	<p><b>THURSDAY</b> "le" "al" ending</p> <p>rattle vegetable bundle cradle rifle mammal</p> <p><b>WD</b> factual</p>
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Week 21

3<sup>rd</sup> Quarter

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

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

<p><b>MONDAY</b> 1 cons. rule</p> <p>future museum climate frequent remove sequence</p> <p><b>WD</b> planet</p>	<p><b>TUESDAY</b> 2 cons. rule</p> <p>zipper rocket upset public language principal</p> <p><b>WD</b> dessert</p>	<p><b>WEDNESDAY</b> ow (2)</p> <p>sow tow sparrow plow crown frown</p> <p><b>WD</b> ghost</p>	<p><b>THURSDAY</b> dy gy ny ry ty</p> <p>buggy dandy mighty century company electricity</p> <p><b>WD</b> supply</p>
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Week 23      3<sup>rd</sup> Quarter

<p><b>MONDAY</b> G-rule</p> <p>gentle general strange package imagine emergency</p> <p><b>WD</b> eager</p>	<p><b>TUESDAY</b> final-e rule</p> <p>pave cure strike parade sunshine complete</p> <p><b>WD</b> purpose</p>	<p><b>WEDNESDAY</b> ee</p> <p>beef beet peep sheet speech agreeable</p> <p><b>WD</b> received</p>	<p><b>THURSDAY</b> ee ea</p> <p>seek seems pioneer neat tease weave</p> <p><b>WD</b> ugliest</p>
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Week 24      3<sup>rd</sup> Quarter

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

Week 25

GRADE 3 National Reading Vocabulary

3<sup>rd</sup> Quarter

<p><b>MONDAY</b> ar or er</p> <p>harvest darling order organ tender traveler</p> <p><b>WD</b> arrest</p>	<p><b>TUESDAY</b> er ur</p> <p>prayer eraser blur turnip surface hamburger</p> <p><b>WD</b> southern</p>	<p><b>WEDNESDAY</b> ar-or (ending)</p> <p>favor honor junior senior similar</p> <p><b>WD</b> similarity <b>WD</b> poor</p>	<p><b>THURSDAY</b> 2 cons. rule</p> <p>banner rather expression represent classify mathematics</p> <p><b>WD</b> English</p>
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Week 26

3<sup>rd</sup> Quarter

<p><b>MONDAY</b> c-rule</p> <p>dancer sincere difference cereal reduce accident</p> <p><b>WD</b> chemical</p>	<p><b>TUESDAY</b> final-a rule</p> <p>banana sofa gorilla America Cuba Canada</p> <p><b>WD</b> sea</p>	<p><b>WEDNESDAY</b> ea (2)</p> <p>beast reason reach dead death meant</p> <p><b>WD</b> treasure</p>	<p><b>THURSDAY</b> silent letters</p> <p>comb palm chalk stalk guest crumb</p> <p><b>WD</b> cough</p>
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Week 27

3<sup>rd</sup> Quarter

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

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

<p><b>MONDAY</b> f-sound letters</p> <p>telephone graph elephant phrase photo enough</p> <p><b>WD</b> dough</p>	<p><b>TUESDAY</b> c-rule</p> <p>lace officer receive accident scene experience</p> <p><b>WD</b> delicious</p>	<p><b>WEDNESDAY</b> ar er or</p> <p>harm folder terrific report scoring horseback</p> <p><b>WD</b> worried</p>	<p><b>THURSDAY</b> short vow. mix</p> <p>fist risk skill split swell pump</p> <p><b>WD</b> limb</p>
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Week 29      4<sup>th</sup> Quarter

<p><b>MONDAY</b> ai</p> <p>maid hail braid repair contains straighter</p> <p><b>WD</b> fable</p>	<p><b>TUESDAY</b> ea</p> <p>feast heap deal repeat release teaspoon</p> <p><b>WD</b> earliest</p>	<p><b>WEDNESDAY</b> au oi oy</p> <p>aunt (2) author faucet caution toilet enjoyable</p> <p><b>WD</b> lion</p>	<p><b>THURSDAY</b> ar-or (ending)</p> <p>solar beggar grammar mayor honor refrigerator</p> <p><b>WD</b> afterward</p>
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Week 30      4<sup>th</sup> Quarter

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

Week 31

GRADE 3 National Reading Vocabulary

4<sup>th</sup> Quarter

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

4<sup>th</sup> Quarter

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

4<sup>th</sup> Quarter

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

Week 34

GRADE 3 National Reading Vocabulary

4<sup>th</sup> Quarter

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

4<sup>th</sup> Quarter

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

4<sup>th</sup> Quarter

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