

ENGLISH



**GRADE 3 FOUNDATIONAL SKILLS UNIT 10**

# **Teacher Guide**

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EDITION 1

**Grade 3**

# **Foundational Skills 10**

**Teacher Guide**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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# Introduction

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## UNIT 10 OVERVIEW

This unit focuses on several skills that will give students the tools to decode unfamiliar words. Skills include new spelling patterns, affixes, and final stable syllables, as well as abbreviations, compound words, and idioms.

Unit 10 introduces the new spelling patterns *igh* and *ough*. Teaching students spelling patterns gives them the tools they need when encountering new words, rather than just allowing them to memorize single words. They can transfer their knowledge of a pattern to new words they have not seen before but that contain that pattern.

Similarly, the instruction on final stable syllables and compound words helps students understand how to break longer words into manageable parts. It allows them to read longer words more accurately and fluently, can help to build their confidence as readers, and gives them a strategy for attacking longer, more challenging words.

Students review affixes and learn new ones, such as *im-*, *in-*, and *pre-*. Affixes modify the meanings of base words; this knowledge is fundamental in word formation and vocabulary expansion, allowing for more precise language use and better comprehension of complex texts.

Unit 10 introduces abbreviations and idioms. Abbreviations shorten words. By using them, students are communicating more fluently, with more complex and nuanced language. Idioms are an important aspect of learning vocabulary, and by using them, students can become better speakers. These skills go beyond the basic communication skills.

## TRICKY SPELLINGS

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called “tricky spellings.” In Unit 10, instruction focuses on introducing spelling patterns and reviewing final syllables. Students will continue learning how to decode, encode, and syllabicate words with these commonly used final stable syllables.

## TRICKY WORDS & HIGH-FREQUENCY WORDS

Tricky Words are introduced in this unit on an as-needed basis in the context of the different selections included in the Reader. Tricky Words should be taught in the lessons before the reading selections are assigned. When introducing Tricky Words, be sure to draw attention to the parts that are read (and spelled) just as students would expect based on what they have learned so far, and also point out the tricky parts of each word.

The Tricky Words taught in this unit are:

- Lesson 1 - *brilliant, journey*
- Lesson 2 - *technique, rhythm, language, distinguishing*
- Lesson 3 - *doubt*
- Lesson 4 - *conquer, natural*
- Lesson 5 - *annual*
- Lesson 9 - *routines*

In addition to addressing Tricky Words and tricky spellings, this program emphasizes the reading and spelling of high-frequency words carefully selected from word lists compiled by researchers Edward William Dolch and Edward Fry. These lists are instrumental in aiding students, particularly young learners, to become more proficient readers by focusing on words that frequently appear in English reading materials.

Specifically for Grade 3 students, the lists include 132 words, of which this program provides explicit instruction for 98. These words are selected based on their prevalence across various unit Readers, ensuring instruction is both relevant and practical. Instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Readers.

The program encourages students to identify and recall previously taught high-frequency words to reinforce learning, thereby gradually expanding their lexicon through repeated exposure. This strategic approach ensures that students learn to recognize and use these essential words and improve their reading fluency and comprehension.

The curriculum includes a structured approach for teaching high-frequency words, starting with the introduction of eight to twelve keywords at the beginning of each unit, selected for their relevance and frequency in the unit's text. Words are introduced using phonetic sounding and Spelling Cards for decoding. Throughout the unit, these words are reviewed in various contexts, including through decode/encode games and fluency checkpoints to assess automaticity and fluency. This ensures that students engage with the words multiple times, enhancing their reading skills and confidence.

The high-frequency words taught in this unit are:

- Lesson 1 - *eight, school*
- Lesson 2 - *song, enough*
- Lesson 5 - *watch, show*
- Lesson 9 - *almost, list*

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## **DECODABLE READER: SAM'S MUSICAL JOURNEY**

The Unit 10 Reader tells the story of Sam, an eight-year-old who has a love for music. After a suggestion from his friend Ben, Sam decides to learn the piano. With the support of his mom, Mrs. Anderson (his music teacher), and an old family piano, Sam begins his musical journey. Sam faces challenges in learning to read sheet music and playing different notes on the piano. With Mrs. Anderson's guidance, he perseveres through difficulties, gains confidence, and hones his skills. Sam overcomes his doubts and decides to audition for the school talent show. Sam successfully auditions for the talent show and, with Mrs. Anderson's help, prepares for his performance. Overcoming nerves and self-doubt, Sam delivers a remarkable piano performance, impressing the audience. His journey demonstrates the rewards of perseverance and the joy of sharing his love for music with others.

Each time students encounter a new section of text in the Reader, the lesson includes new vocabulary words and/or phrases to accompany the section of text. There are lessons in which students reread sections of the Reader, for the purpose of building fluency. These lessons do not introduce new vocabulary or have a vocabulary chart.

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## **FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT**

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick Checks for Understanding to evaluate classroom performance as a whole are also designated in each lesson. Fluency practice takes place regularly throughout the unit. Records for recording student performance in an Anecdotal Reading Record, Grade 3 Foundational Skills Record, Grade 3 Fluency Record, and Grade 3 End-of-Year Summary are included in the Teacher Resources.

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## **STUDENT PERFORMANCE ASSESSMENT**

In Lessons 14 and 15, you will be prompted to administer a multipart end-of-unit assessment. In the first part, you will work one-on-one with students to complete the Fluency Assessment. Students will engage in a review activity while awaiting their turn for the assessment. The Reading and Spelling portion of the assessment takes place during the first 20 minutes of the second lesson. Once students have completed the assessment, they will have time for Self-Sustained Reading. Use time in this lesson to finish working with students who still need to complete the Fluency Assessment in the previous lesson.

The target words in each of these assessments include the vowel sound/spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on these assessments is a good indicator of whether students have mastered the new sound/spellings.

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## **CURSIVE WRITING**

At Grade 3, students are expected to write neatly in cursive, using correct letter formation and leaving space between words. Throughout the program, teachers are prompted to remind students of this expectation and provide corrective feedback.

Note that the lessons and activity pages do not comprise an exhaustive handwriting program, and teachers may wish to consult other sources for information on topics such as writing posture, pencil grip, and differentiated instruction for left-handed students.

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## **PAUSING POINT**

Pausing Point suggestions for further practice and reinforcement appear at the end of the unit, following the last unit lesson. Pausing Point activities are organized by the unit objectives they address. It is strongly recommended that you pause for one or two days at the end of each unit to solidify the skills introduced in it. All students will benefit from an additional opportunity to reread pages from the decodable student Readers. It is particularly important to make use of targeted activities if the end-of unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit.

### **Repeated Routines**

This unit strategically utilizes activities, games, and protocols from previous units to allow students to practice new skills using familiar routines. Review and prepare for the following activities introduced in previous units:

- Speak and Spell
- Reading and Dictation
- Abbreviation Match Up Game
- Roll It and Read It
- Tap the Tricky Word
- Choral Reading
- Partner Reading
- Swim to the Finish
- Idiom Match
- Stable Syllable Baseball
- Extra Innings Affixes Baseball

- Tricky Word Story
- Tricky Word Beanbag Toss
- Book Circle
- Fluency Café

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## **FLUENCY SUPPLEMENT**

A separate component, the Fluency Supplement, is available on the program's digital components site. This component has been designed to complement the unit. It consists of poetry, folklore, and fables. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression). See the Unit 1 introduction or directions in the Fluency Supplement for further guidance.

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## **TEACHER RESOURCES**

In the Teacher Resources section at the end of this Teacher Guide, you will find forms and charts that may be useful, including the following:

- Grade 3 Individual Code Chart
- Tricky Word Assessment (optional)
- Tricky Word List
- Additional Support Activity Pages
- Activity Book Answer Key
- Anecdotal Reading Record—Unit 10
- Grade 3 Foundational Skills Record
- Grade 3 Fluency Record
- Grade 3 End-of-Year Summary
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 3 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## ADDITIONAL MATERIALS NEEDED IN UNIT 10

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 10. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here.

The number in parentheses indicates the first lesson in which the materials are used:

- dry erase markers or pencils (1)
- index cards (1)
- chart paper or whiteboard (1)
- paper and pencils (1)
- whisper phones (3)
- digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the program's online materials. (4)
- popsicle sticks with students' names, dice, or online randomizer (7)
- glue (7)
- blank paper (12)
- colored pencils or markers (12)
- recreational reading options (14)
- stopwatch or clock (14)
- markers (for game pieces) (Pausing Point)



## INTRODUCE

Spelling Pattern  
eigh

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading. **TEKS 3.1.B**

Students will read multisyllabic words with the sound-spelling pattern *eigh*. **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

## Reading

Students will read the first part of Chapter 1 of *Sam's Musical Journey* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with the sound-spelling pattern *eigh*. **TEKS 3.2.A.i**

Students will read and pronounce Tricky Words *brilliant* and *journey* and high-frequency words *eight* and *school*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 1.1

## Speak and Spell

**TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Spelling Pattern <i>igh</i>	Whole Group	5 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> whiteboard or paper <input type="checkbox"/> dry erase markers or pencils
Practice with Speak and Spell	Whole Group	10 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 1–12) <input type="checkbox"/> Anecdotal Reading Record
Practice with Pattern Wrap up	Independent/ Partners	5 min.	<input type="checkbox"/> chart paper or whiteboard <input type="checkbox"/> paper and pencils

## ADVANCE PREPARATION

### Foundational Skills

- Write the words from Activity Page 1.1 on index cards: *freighter*, *counterweights*, *bobsleigh*, *heighten*.

### Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider using sticky notes to mark the vocabulary and sayings and phrases used in the Reader: *harmony*, *melodies*, *musicians*, 'jumped in the car,' 'the notes were weightless'.

### Universal Access

- Use visual images of *eigh* words and repetition to solidify understanding of this spelling pattern.
- For Emergent Bilingual Students, have pictures that represent the words being taught: *weigh*, *neighbor*, *eighty*, *lightweight*.
- Prepare pictures or illustrations of musical instruments to aid comprehension and include a word bank to help students formulate their retell.
- Prepare pictures or illustrations of musical instruments to provide students with a visual.
- Include a word bank to guide students to retell what they have learned about the character in the Reader. Words that could be used for this word bank include: *enthusiastic*, *dedicated*, *eager*, *encouraging*, *supportive*.

Start Lesson

### Lesson 1: Introduce Spelling Pattern *eigh*

# Foundational Skills



**Primary Focus:** Students will follow, restate, and give oral instructions that


 involve a series of related sequences of events for partner reading. **TEKS 3.1.B**

Students will read multisyllabic words with the sound-spelling pattern

 *eigh*. **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

## INTRODUCE SPELLING PATTERN EIGH (5 MIN.)

- Write the word *weigh* on the board. Ask students: What do you notice about the word *weigh*? Turn and talk to a partner, and discuss your observations.

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Ask: What is the vowel sound you hear in *weigh*? (/ae/)
- Underline *igh* in *weigh*.
- Tell students that *igh* is another spelling pattern for the /ae/ sound.
- Direct students to find the /ae/ sound on their Individual Code Charts and outline the code /ae/ > *igh*. Remind students that we have worked with other spellings of /ae/ sound. Ask students if they remember any of those spellings for /ae/. (*ai*, *a\_e*, *ay*)
- Write the word *outweigh* on the board. Read the word, and ask students to echo you. Underline *igh*. Direct students to read the word and clap the syllables.
- Repeat the steps with the words *neighbor*, *eighty*, and *lightweight*.
- Have students practice oral language instruction by repeating these steps aloud as a class or to a partner:
  1. Write the word
  2. Read the word
  3. Underline *igh*
  4. Say the word again while clapping the syllables.
- Students will need a whiteboard or paper to write on.

### PRACTICE WITH SPEAK AND SPELL (10 MIN.)

- Have students open to Activity Page 1.1. Gather the prepared index cards.
- Instruct students to listen as you say a word, listening carefully for the syllables and sounds.
- Say aloud the word on the first index card for students to hear: *neighborhood*.
- Hold up the card to display the word.
- Repeat the word *neighborhood*. Orally stretch the sounds or chunk the syllables.
- Instruct students to say the word aloud and clap the syllables as they say it.
- Demonstrate on the board how to move the word parts to their appropriate syllable boxes on the activity sheet.
- Instruct students that they will do the same with each word they hear, writing its syllables on their copies of Activity Page 1.1 after they hear you say it and read it themselves, and then say the word and clap the syllables themselves. Remind students to write in cursive.
- Repeat the process with each word: *freighter*, *counterweights*, *bobsleigh*, and *heighten*.

### Activity Page 1.1



### Challenge

Introduce students to more complex vocabulary with the *igh* pattern, such as *freightage* and *feigning*.

- Review the answers with the class. Have students underline the *eight* pattern found in each word.
- Direct students to the blank lines on Activity Page 1.1. Explain that they will listen as you say a sentence once then listen again and write the sentence in neat cursive. Remind students to leave spaces between words and make smooth letter strokes while writing in cursive. Provide immediate and corrective feedback such as, “Great job forming the letter ‘e’! I like how you started at the bottom and made a smooth, curved line.”
- Write the sentences on the board: Before boarding the freight train, I had to ensure my luggage was not overweight. When the astronauts arrived in space, they experienced a feeling of weightlessness.
- Invite two students to the board and have them underline *eight* in the words in the sentences. As a class, review the sentences.



### Activity Page 1.1: Speak and Spell

Collect Activity Page 1.1, and assess students’ spelling using the *eight* pattern in multisyllabic words with multiple sound-spelling patterns. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Show student(s) pictures that represent the words being taught: *weigh*, *neighbor*, *eighty*, and *lightweight*. Have students locate three words that follow the ‘*eight*’ pattern and illustrate each word to check for understanding. With a partner, have students share their illustration and where they found the word in the text. Provide a stem: My illustration represents the word \_\_\_\_.

#### Intermediate

Have students locate three words that follow the ‘*eight*’ pattern and read the words to a partner. Provide a stem: I found the word \_\_\_\_ on page \_\_\_\_.

#### Advanced/Advanced High

Have students locate three words that follow the ‘*eight*’ pattern and write three sentences using the words correctly. Have students read their sentences to a partner.

#### ELPS 4.F

## Lesson 1: Introduce Spelling Pattern *eight*

# Reading



**Primary Focus:** Students will read the first part of Chapter 1 of *Sam’s Musical Journey* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with the sound-spelling pattern *eight*.

**TEKS 3.2.A.i**

Students will read and pronounce Tricky Words *brilliant* and *journey* and high-frequency words *eight* and *school*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eight*, *ough*, and *en*; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.



### Challenge

Provide students with a list of words containing the *igh* spelling pattern, including single and multisyllabic words. Challenge students to conduct a word investigation where they explore the etymology, origins, and meanings of the *igh* words. They can research the historical development of these words and how the *igh* pattern came to be used in English.

## READ SAM'S MUSICAL JOURNEY

- Explain that today students will start reading with a new Reader, *Sam's Musical Journey*. Ask students to predict what the Reader might be about based on the title and these words. Turn and talk to your partner about something new you have tried to learn and the types of challenges you faced while learning this new activity. Provide this sentence stem for students:
  - Something new I have tried is...
  - One challenge I have faced was...
  - I overcame this challenge by...
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

### harmony

**1. n.,** the way different musical notes or sounds are played together to create a song

Example: During choir class, the students practiced singing harmony.

**2. n.,** internal tranquility

Example: We felt the harmony of nature as we hiked through the beautiful forest, climbed the hill, and watched the sun rise.

**melodies, n.,** a sequence of musical notes arranged together to form a tune

Example: The melodies blended together to make a great song.

**musician, n.,** someone who creates and performs music

Example: The musician performed a concert for the public.

### Sayings and Phrases

**Jumped in the car** is a phrase that means to get into the car quickly.

Example: I jumped in the car with my sister to go get some food.

**The notes were weightless** is a saying that means the notes are easy and light to play or sing.

Example: As I played my favorite song, the notes were weightless beneath my fingers.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "jumped in the car."
- Ask students if they have ever heard this expression before. Explain that jumping in the car means to get into the car quickly. Ask students about different times they may have "jumped in the car."

- The multiple meanings of the word *harmony* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for "The Instrument of Choice"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		melodies musician	
Multiple-Meaning Words		harmony	
Sayings and Phrases	jumped in the car the notes were weightless		

- Remind students that words in a dictionary are in alphabetical order.
- Ask students: What is the base word of melodies? (*The base word is melody.*)
- Model using the guide words in a dictionary to locate words, explaining that words are listed by their base words.
- Ask students to look carefully at the words melody and musician. Explain that both words start with the letter m, so students must look to the next letter to decide which comes first in the dictionary.
- Ask students to determine which word will come first in the dictionary. (*melody*)
- Display Tricky Words, read each word, and use it aloud in a sentence:
  - *brilliant*
  - *journey*
- Point out which parts of the word are regular and can be blended as you would expect and which parts are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *brilliant* (Explain that the letters *ia* are pronounced /y/, /i/.)
  - Tricky Word: *journey* (Explain that the letters *our* are pronounced /er/.)



## Foundational Literacy Skills

### Foundational Skills

#### Beginning

After reading the first part of Chapter 1, have students orally retell what they have learned about Sam and what Sam wants to learn how to do (play an instrument).

Provide pictures or illustrations of Sam and musical instruments to aid comprehension and include a word bank and a starter phrase (i.e., Sam wants to learn how to \_\_\_\_\_.) to help students formulate their retelling of the story.

#### Intermediate

Pair students, and have them share what they have learned in the first part of Chapter 1 about playing an instrument. Use the sentence stem: "In chapter one, I learned that \_\_\_\_\_."

#### Advanced/ Advanced High

In pairs, students will retell what they read in the first part of Chapter 1. Have them include at least two to three events and key details about each. You may provide a word bank for students or encourage them to go back to the text.

ELPS 1.E; ELPS 3.D

- Display this lesson's high-frequency words: *eight* and *school*.
- Focus on the word *eight*. Have students discuss with a partner anything they notice about the word *eight*. In previous units we have talked about vowel teams. Underline the vowel team in this word (*ei*). In the word *eight* there is a vowel team *ei* at the beginning of the word. Discuss what sound the *ei* makes in this word (/ae/.)
- Blend sounds aloud as you run your fingers under the word: /ae/ /t/. Clarify the meaning of *eight* as needed. Invite students to turn to a partner and use the word in a sentence.
- Focus on the word *school*. Point out that the digraph *ch* makes a hard 'c' sound /k/.
- Blend sounds aloud as you run your fingers under the word: /s/ /k/ /oo/ /l/. Have students discuss with a partner anything they notice about the word *school*.
- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Then, assign students to read pages 1–12 aloud, either with a partner or independently.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about pausing for punctuation, mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** What did Sam notice as he watched the musician play the piano at the mall? (*Sam looked around and noticed that people had stopped what they were doing and were listening to the playful piano sounds.*)
  2. **Inferential:** "What is the most likely reason Mrs. Anderson's face lit up with a warm smile on p. 12? (*Answers may vary but should reflect that Mrs. Anderson is friendly and wants to help Sam learn to play the piano.*)
  3. **Evaluative:** Do you think learning to play an instrument is important? Why or why not? (*Answers may vary but should reflect that instruments are vital to making different types of music.*)



4. **Evaluative:** In our country, we have the privilege of enjoying many freedoms. Why do you think it was important that Sam had the freedom to choose to play the piano? (*Answers may vary.*)

- Ensure students draw evidence from the text to support their responses. Provide the following sentence stems:
  - At the mall, Sam noticed that...
  - The most likely reason Mrs. Anderson...
  - Having the freedom to choose the piano is important because..."

### **PRACTICE PATTERN WRAP-UP (5 MIN.)**

- Direct students to search for and list on a piece of paper or whiteboard the five words with the *igh* in the section of text they just read.
- Have students share the words and display them on the board or chart paper: *neighborhood, eighteenth, eight, eighteen, weightless.*
- Read each word aloud. Direct students to echo you.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.



### **Check for Understanding**

During Pattern Wrap up, search, monitor and take note of which students were able to identify the *igh* spelling pattern. If a student lists a word that does not contain the target skill pattern, pause to ask for clarification from the student.

End Lesson

### **Challenge**

Provide students with a list of words containing the *igh* spelling pattern, including single and multisyllabic words. Challenge students to conduct a word investigation where they explore the etymology, origins, and meanings of the *igh* words. They can research the historical development of these words and how the *igh* pattern came to be used in English.

## 2

## REVIEW

# Final Stable Syllables –ble, –tle, –gle

## PRIMARY FOCUS OF LESSON


## Foundational Skills


Students will read and spell multisyllabic words with final stable

 syllables. **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

## Reading

Students will continue reading Chapter 1 of *Sam's Musical Journey* and will listen

 actively to answer questions about the text. **TEKS 3.1.A**

 Students will read multisyllabic words with the final stable syllables. **TEKS 3.2.A.ii**


Students will read and pronounce Tricky Words *technique, rhythm, language*, and

 *distinguishing* and high-frequency words *song* and *enough*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication,

 and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and


 multiple-meaning words. **TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 2.1

## Syllable Slice

 **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

 **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Final Stable Syllables: <i>-ble</i> , <i>-tle</i> , and <i>-gle</i> .	Whole Group	10 min.	
Practice with Syllable Slice	Whole Group	5 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 12–20) <input type="checkbox"/> Anecdotal Reading Record
Practice with Pattern Wrap up	Independent	5 min.	<input type="checkbox"/> chart paper or whiteboard <input type="checkbox"/> paper and pencils

## ADVANCE PREPARATION

### Foundational Skills

- Strategically choose partners for review with final stable syllables.

### Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider having students use sticky notes to mark any unfamiliar vocabulary words or phrases.
- Have “sheet music” available for students to view and discuss. Make sure the music has lines and notes for students to look at. There should be high notes and low notes on the lines.

### Universal Access

- Prepare an illustration from the Reader for students to identify what they see in the picture using basic vocabulary.
- Prepare a list of vocabulary words with the final stable syllables *-ble*, *-tle*, and *-gle*.
- Prepare a word bank with words from the Reader for students to write a response describing how to prepare to try something new.
- Provide images or real examples of sheet music to support students understanding of the vocabulary “higher staff” and “lower staff” on sheet music that is found in the Reader.

Start Lesson

## Lesson 2: Review Final Stable Syllables *-ble*, *-tle*, *-gle*

# Foundational Skills

15M

**Primary Focus:** Students will read and spell multisyllabic words with final stable

syllables. **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

### REVIEW FINAL STABLE SYLLABLES *-ble*, *-tle*, AND *-gle* (10 MIN.)

- Ask students: What spelling pattern did we learn about in the last lesson? (*igh*) Turn to a partner, and discuss what you learned about this spelling pattern. Brainstorm words that have this spelling *igh*.
- Tell students that today they will review three consonant + *le* syllables. Remind students that consonant + *le* syllables end in the sound /ə/+/l/ and are spelled with *le*.

**TEKS 3.2.A.ii** **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Write the following words on the board, and read them as you write: *table, giggle*.
- Ask students to work with a partner to determine where to divide the word into syllable parts.
- When students are finished, ask students to share what strategy they used to determine where to divide the word.
- Point out to students that when a syllable ends in *le*, they should look at how many consonants come before the *le*. Explain that when there is only one consonant before *le*, we divide before the consonant. If there is a double consonant before *le*, then we split those consonants.
- Divide the syllables in *settle*: *set/tle*.
- Remind students that the syllables are divided this way because there is a double consonant before the *le*, which means we split the consonants.
- Ask: Where would I divide the syllables in *stable*? (*between the 'a' and the 'b'*)
- Ask: What is the rule that tells me that? (*When there is only one consonant before le, we divide before the consonant.*)
- Repeat this process with the words *double, dismantle, tangle, and triangle*. Model how to decode each word after it has been split.
  - **Note:** In the word *double*, mention the tricky spelling *ou* for the sound /u/ when decoding.
- Pronounce each word clearly, emphasizing the final stable syllables (*ble, tle, and gle*).

### PRACTICE WITH SYLLABLE SLICE (5 MIN.)

- Ask students to turn to Activity Page 2.1.
- Ask students to point to the first word and read it: *jumble*.
- Instruct students to slice (divide) the word into syllables, using a slash to mark each syllable: *jum/ble*.
- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again and write the word. Direct students to complete their responses in cursive. Provide immediate and corrective feedback such as, "Great job on the cursive 'l'! Keep practicing to ensure the vertical stroke remains straight and doesn't slant."
- Say each word and then repeat it: *assemble, brittle, rectangle, disentangle, belittle*.
- After dictating the words, have students work in partners to read the words and slice the syllables.

### Activity Page 2.1





## Foundational Literacy Skills

## Foundational Skills

## Beginning

Show students an illustration from the Reader. Pair students and encourage students to describe what they see in the picture using basic vocabulary. Use sentence stems to guide student responses: I see \_\_\_\_\_. This is a picture of \_\_\_\_\_. In the picture, I notice \_\_\_\_\_.

## Intermediate

Have students work with a partner and write the following sentences. The little dog doesn't \_\_\_\_\_ much. Our friend next door is our \_\_\_\_\_. Grandma is \_\_\_\_\_ years old. This bag is very \_\_\_\_\_. Have them fill in the blank using the words: *weigh, neighbor, eighty, and lightweight*. Students will take turns reading the sentences aloud to each other and pronouncing the words correctly.

## Advanced/Advanced High

Provide a list of vocabulary words with the final stable syllables *-ble, -tle, and -gle*. Have students work with a partner to add an additional word containing each final syllable to the list and write a compound sentence with each (e.g., *The treble note was difficult to play, but I tried my best. The puppy wanted to wiggle, so I let him go. My sisters were in a singing battle, and I wanted to join them.*).

ELPS 1.E; ELPS 3.D



## Activity Page 2.1: Syllable Slice

Observe students while working in partners, and collect Activity Page 2.1 to assess students' ability to read and spell multisyllabic words with *-ble, -tle, and -gle*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 2: Review Final Stable Syllables: *-ble, -tle, and -gle*

## Reading

15M

## Primary Focus

Students will continue reading Chapter 1 of *Sam's Musical Journey* and will

listen actively to answer questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with the final stable syllables.

**TEKS 3.2.A.ii**

Students will read and pronounce Tricky Words *technique, rhythm, language,* and *distinguishing* and high-frequency words *song* and *enough*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

## READ SAM'S MUSICAL JOURNEY (10 MIN.)

- Explain that today students will continue to read Chapter 1 in their Reader, *Sam's Musical Journey*. Ask students what they remember from the story. Provide sentence starters for sequencing such as:
  - First...
  - After that...
  - The following important event was...
  - Earlier in the story...
  - Immediately following that...

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

**bass clef, n.,** a musical symbol used in music to represent the range of lower musical notes  
 Example: The music teacher asked the boy to play the bass clef notes on the piano.

**complex**  
**1. adj.,** complicated, not easy to understand  
 Example: The football team ran through a series of complex plays in order to get a touchdown.  
**2. n.,** buildings situated in a group, often businesses or stores  
 Example: My brother’s eye doctor and our dentist have offices in the same complex.

**rhythm n.,** a strong, regular pattern of beats or sounds in music  
 Example: The rhythm of the song made the friends want to dance.

**technique n.,** a method used to do a task  
 Example: The skilled piano player used a unique technique with his fingers to play the complicated notes.

**treble clef, n.,** a symbol used in music for higher musical notes  
 Example: The musician played the treble clef notes for the audience.

- Conduct a brief discussion about the different words in the chart. The multiple meanings of the word complex will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for “The Instrument of Choice”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	bass clef treble clef technique	rhythm	
Multiple-Meaning Words		complex	
Sayings and Phrases			



- Display Tricky Words, read each word, and use it aloud in a sentence:
  - *technique*
  - *rhythm*
  - *language*
  - *distinguishing*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *technique* (Explain that the letters *ch* and *qu* are pronounced /k/.)
  - Tricky Word: *rhythm* (Explain that the *h* is silent and the *y* makes an /i/ sound.)
  - Tricky Word: *language* (Explain that the letter *g* makes a soft 'g' sound /j/.)
  - Tricky Word: *distinguishing* (Explain that the letters *gui* sound like a /g/ /w/ sounds.)
- Display this lesson's high-frequency words: *song* and *enough*.
- Focus on the word *song*. Write it on the board and have students read it. Spell it as a class and clap out the syllables in the word. Discuss if the word *song* can be written in another way with a prefix, suffix, or a vowel change in the word. If it can be written in other ways, would it mean the same thing as the original word *song*.
- Blend sounds aloud as you run your fingers under the word: /s/ /o/ /ng/. Have students discuss with a partner anything they notice about the word *song*.
- Focus on the word *enough*. Write it on the board and have students read it.
- Blend sounds aloud as you run your fingers under the word: /ə/ /n/ /u/ /f/. Circle the letters 'gh.' Point out that the *gh* in this word makes the /f/ sound. Have students discuss with a partner anything they notice about the word *enough*.
- Model fluent reading for a sentence or two on page 20. Read the sentences, "Higher notes are found higher on the staff. Lower notes are located lower on the staff. You'll find different notes on sheet music, each with its own shape and position on the staff." Discuss unfamiliar terms like "higher on the staff" or "sheet music." To help students understand what the story is referencing, provide images or real examples of sheet music.
- Then, assign students to read pages 12-20 aloud, either with a partner or independently ending at, "...to ask his mom first."
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about pausing



for punctuation, mispronunciation, self-correction, pacing, transposition of words, and expression.

- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** How did Sam's family prepare for Sam's first lesson? (*They got the old piano ready for him.*)
  2. **Inferential:** What can the reader infer about Sam on p. 9? (*Answers may vary.*)
  3. **Evaluative:** What details in the text support the idea that Sam is excited about learning to play an instrument? (*At the beginning of the story, Sam felt that something was missing in his life. Now, he is excited about learning the piano.*)
- Ensure students draw evidence from the text to support their responses. Provide the following sentence stems:
  - I can infer that Sam . . .
  - . . . supports the idea that Sam is excited to play an instrument.

### PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper three words with the final stable syllables of *-ble*, *-tle*, and *-gle* in the section of text they just read. Have students share the words and display them on the board or chart paper: *treble*, *battle*, *etc.*
- Read each word aloud. Direct students to echo you.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.



### Check for Understanding

As students complete the pattern search, note students who need additional help to identify these words. Pause to confer with students, asking them to syllabicate the words.

End Lesson

### Challenge

Challenge students to create mnemonic devices or memory aids to help them remember how to syllabicate words with final stable syllables, such as "Find the 'e' and count back three."

## 3

## REVIEW


Final Stable  
Syllables –ble,  
–tle, –gle

## PRIMARY FOCUS OF LESSON


## Foundational Skills


Students will collaborate with others to read and spell multisyllabic words with  
 final stable syllables. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.B.iv; TEKS 3.2.D**

## Reading

Students will read the last part of Chapter 1 of *Sam's Musical Journey* and will  
 listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

 Students will read multisyllabic words with final stable syllables. **TEKS 3.2.A.ii**

 Students will read and pronounce Tricky Words *doubt*. **TEKS 3.2.A.vii**


Students will use print or digital resources to determine meaning, syllabication,  
 and pronunciation. **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

Activity Page 3.1

Reading Review

**TEKS 3.2.A.ii**

 **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Reading	Partners	15 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 20–24) <input type="checkbox"/> Anecdotal Reading Record
Practice with Pattern Wrap up	Independent	5 min.	<input type="checkbox"/> chart paper or white board <input type="checkbox"/> paper
<b>Take-Home Material</b>			
Read and Write: <i>-ble, -tle, -gle</i>			<input type="checkbox"/> Activity 3.2



## Foundational Literacy Skills

## Foundational Skills

## Listening

## Beginning

Divide students into small groups. Provide a list of *-ble*, *-tle*, and *-gle* words and a three-column chart for students to discuss and sort the words as a review of the final stable syllables *-ble*, *-tle*, and *-gle*. Have students work together to complete Activity Page 3.1 as a small group.

## Intermediate

Have students write a few sentences with the final stable syllables *-ble*, *-tle*, and *-gle*. Have students exchange sentences with a partner and read each other's sentences, pronouncing the words correctly. Provide sentence frames to help share their work: In my sentence, I used the word \_\_\_\_ with the ending \_\_\_\_\_. One final stable word I included is \_\_\_\_\_.

Advanced/Advanced High  
Revisit the list of vocabulary words with the final stable syllables *-ble*, *-tle*, and *-gle*. Have students add one more word containing each final syllable to the list and write a compound sentence with each. (e.g., The words were a jumble on the page, so I asked for help reading them. She knew she would not struggle on the test, and she was correct in her prediction. The little piglet was cold, so the farmer took him into the house.)

## ADVANCE PREPARATION

## Foundational Skills

- Strategically choose collaborative partner groups for Review With Reading.

## Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider using sticky notes to mark this section's vocabulary in the Reader.

## Universal Access

- For Emergent Bilingual Students, have whisper phones available.
- Prepare a list of *-ble*, *-tle*, and *-gle* words and a three-column chart for students to sort the words.

Start Lesson

Lesson 3: Review Final Stable Syllables *-ble*, *-tle*, *-gle*

## Foundational Skills

15M

**Primary Focus:** Students will collaborate with others to read and spell multisyllabic words with final stable syllables.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.B.iv; TEKS 3.2.D

## REVIEW WITH READING (10 MIN.)

- Write the word *stable* on the board.
- Tell students: In the last lesson, we learned about splitting syllables when words end in 'le'. Turn to a partner, and discuss where you would divide the syllables of the word *stable*. (*between the 'a' and the 'b'*)
- Give students a sticky note. Write the word *unscramble* on the board, and ask students to isolate the vowel sounds and divide the word into syllables.
- Have students turn to a partner and share their work. Ask students to discuss how dividing a word into its syllable parts can help with reading multisyllabic words.
- Point out to students that when a syllable ends in *le*, they should look at how many consonants come before the *le*. Explain that when there is

TEKS 3.1.D Work collaboratively with other by following agreed-upon rules, norms, and protocols; TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

only one consonant before *le*, we divide before the consonant. If there is a double consonant before *le*, then we split those consonants.

- Remind students that the syllables are divided this way because there is a double consonant before the *le*, which means we split the consonants.
- Instruct students to turn to Activity Page 3.1.
- Read aloud the directions for reading: “Underline the final stable *-ble*, *-tle*, and *-gle* pattern in each word. Draw a slash to separate the syllables.”
- Have students work with a partner to read each word, underline the *-ble*, *-tle*, and *-gle* pattern, and divide it into syllables.
- Tell students to listen as you say a sentence using a word with the final stable spelling *-ble*, *-tle*, and *-gle*.
- Read: Will you help me assemble the desk? She drew a rectangle on her paper. It is unkind to belittle someone.
- Tell students to write the sentence paying attention to correct spelling and cursive format.
- Circulate and monitor to check for correct letter formation. Offer feedback such as:
  - “Check that your loops and tails are formed smoothly and connect to the next letter.”
  - “Check the spacing between your words. Make sure there’s enough room between each word to maintain readability.”
  - “Your cursive handwriting is developing nicely, demonstrating a good balance between speed and legibility. Keep practicing regularly to build on your current skills and achieve even greater proficiency.”

### Activity Page 3.1



### Activity Page 3.1: Review the Reading

Collect Activity Page 3.1 to assess students' ability to read and spell multisyllabic words with *-ble*, *-tle*, and *-gle*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.



## Foundational Literacy Skills

## Foundational Skills

## Listening

## Beginning

Have students use a whisper phone to listen to themselves as they read a passage aloud. Have them listen to their reading, focusing on accuracy (reading words correctly).

## Intermediate

Have students use a whisper phone to listen to themselves as they read a passage aloud. Have them focus on accuracy and rate (appropriate speed). Have them listen to their reading, focusing on their pacing and how they read the words.

Advanced/Advanced  
High

In pairs, select an excerpt from the Reader. Have one student read one sentence aloud. Have their partner read the same sentence aloud. Remind students that it is important to read with expression. Have them discuss their phrasing and intonation, using sentence frames (When I read the sentence, I \_\_\_\_\_. When you read the sentence, you \_\_\_\_\_.)

ELPS 2.E

Lesson 3: Review Final Stable Syllables *-ble, -tle, -gle*

## Reading

15M

**Primary Focus:** Students will read the last part of Chapter 1 of *Sam's Musical Journey* and will listen actively to answer and discuss questions about the

text. **TEKS 3.1.A**

Students will read multisyllabic words with final stable syllables. **TEKS 3.2.A.ii**

Students will read and pronounce Tricky Words *doubt*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

## READ SAM'S MUSICAL JOURNEY (10 MIN.)

- Explain that today students will continue to read Chapter 1 in their Reader, *Sam's Musical Journey*. Ask students what they remember from the story. Have them use sequencing words like, "Soon after...During...Next...Before..."
- Preview the following vocabulary words that students will encounter in this section of the Reader:
  - crucial, adj.**, very important  
Example: The doctor told the man to pay attention to the crucial instructions.
  - guidance, n.**, help or advice given by someone trusted  
Example: The counselor gave the senior students guidance in choosing a college.
- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

**Vocabulary Chart for “The Instrument of Choice”**

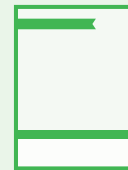
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		guidance crucial	
Multiple-Meaning Words			
Sayings and Phrases			

- Display the Tricky Word, read it, and use it aloud in a sentence:
  - *doubt*
- Point out which parts of the word are regular and can be blended as you would expect and which parts are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *doubt* (Explain that the letters *bt* are pronounced /t/.)
- Guide the class in reading the next section of *Sam’s Musical Journey*, starting at “Sam nodded . . .” and ending at “. . . music he played.”
- Model fluent reading for one or two sentences, using appropriate rate, expression, and pausing for punctuation.
- Then, assign students to read pages 20–24 aloud, either with a partner or independently.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about pausing for punctuation, mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** What are the different types of musical notes? (*There is a whole note, half note, quarter note, eighth note, and sixteenth note.*)

### Challenge

Have students write sentences using the Tricky Words from the text.

### Reader



**Pages 20–24**

2. **Inferential:** What do Mrs. Anderson's words and actions on p. 24 show about her relationship with Sam? (*When she provides advice to Sam about not giving up, this shows that she knows he can overcome his challenges.*)
  3. **Evaluative:** What details on p. 20–21 support the idea that Sam did give up? (*Sam continued to practice with Mrs. Anderson's guidance, working through each challenge one note at a time.*)
- Ensure students draw evidence from the text to support their responses by using these sentence stems:
    - Mrs. Anderson's words and actions on p. 24 show that. . .
    - The details on page say. . .which shows that. . .

### PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct them to search for and highlight nine words with the final stable syllables of *-ble*, *-tle*, and *-gle* in the section they just read.
- Have students share the words and display them on the board or chart paper: *jumble*, *struggle*, *little*.
- Read each word aloud. Direct students to echo you.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.



### Check for Understanding

As students complete the pattern search, note students who need additional support to identify these words. Pause to confer with students, asking them to syllabicate the words.

End Lesson

Activity Page 3.2



### Lesson 3: Final Stable *-ble*, *-tle*, *-gle*

# Take-Home Material

Have students take home Activity Page 3.2 for additional practice with this lesson's objectives.





## 4


## INTRODUCE

Spelling Pattern  
ough

## PRIMARY FOCUS OF LESSON


## Foundational Skills

Students will collaborate with other to read and spell multisyllabic words with the sound-spelling pattern *ough*.

 **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

## Reading

Students will read the first part of Chapter 2 of *Sam's Musical Journey* and listen

 actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with the sound-spelling pattern

 *ough*. **TEKS 3.2.A.i**

Students will read and pronounce the Tricky Words *conquer* and

 *natural*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication,

 and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and


 multiple-meaning words. **TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 4.1

## Reading and Dictation

 **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and 'en'; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Spelling Pattern <i>ough</i>	Whole Group	5 min.	<ul style="list-style-type: none"> <li>□ <i>ough</i> Sounds (TR 4.1)</li> <li>□ <i>-ough</i> Sounds (Digital Component 4.1)</li> <li>□ sticky notes</li> </ul>
Practice with Reading and Dictation	Whole Group	10 min.	<ul style="list-style-type: none"> <li>□ Activity Page 4.1</li> <li>□ Grade 3 Foundational Skills Record</li> </ul>
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	<ul style="list-style-type: none"> <li>□ <i>Sam's Musical Journey</i> (pp. 25–36)</li> </ul>
Practice with Pattern Search	Independent	5 min.	<ul style="list-style-type: none"> <li>□ chart paper or whiteboard</li> <li>□ paper and pencils</li> </ul>

## ADVANCE PREPARATION

### Foundational Skills

- Prepare the board to have six columns with one of these *ough* words at the top of the columns.
- Prepare collaborative partners for the different *ough* spelling pattern pronunciations.

### > Digital Component 4.1

- Create an enlarged version of *-ough* Sounds to display, or prepare to display the digital version.

### Reading

- Use sound cards when referring to the words and the sound of the different *ough* spelling patterns to provide additional support, if necessary.

### Universal Access

- Write the words for the *ough* spelling pattern on individual index cards for students to sort by the sound.

Start Lesson

## Lesson 4: Introduce Spelling Pattern *ough*

# Foundational Skills

15M

**Primary Focus:** Students will collaborate with other to read and spell multisyllabic words with the sound-spelling pattern *ough*. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

### INTRODUCE SPELLING PATTERN OUGH (5 MIN.)

- Ask students: What syllable pattern did we learn about in the last lesson? (le) Give me a thumbs up if this is the rule we learned: When there is only one consonant before le, we divide before the consonant. If there is a double consonant before le, then we split those consonants.
- Have students think of words they know that follow this pattern. Write the words students say on the board.
- Display *ough* Sounds (Digital Component 4.1 and TR 4.1).

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



## Foundational Literacy Skills

### Foundational Skills

#### Beginning

Have students use letter tiles to build words with the *ough* pattern. Provide sentence frames such as I can build the word \_\_\_\_\_ or The letters for \_\_\_\_\_ are \_\_\_\_\_. Have students share their sentences to a partner.

#### Intermediate

Have students make flashcards for *ough* words and circle the *ough* pattern in each word. Students will take turns reading their flashcards with a partner.

#### Advanced/ Advanced High

Have students write compound sentences using the words from their flashcards. Students can orally share their sentences with a partner, focusing on pronunciation.

**ELPS 2.B; ELPS 3.E**

#### Activity Page 4.1



- Explain that the spelling pattern *ough* can represent several sounds.
- Write these six examples on the board. Each example is a different *ough* sound:
  1. though (/oe/)
  2. through (/ue/)
  3. rough (/u/ /f/)
  4. cough (/o/ /f/)
  5. thought (/aw/)
  6. bough (/ou/)
- Instruct students to repeat the examples and the sound the *ough* makes. Hand out sticky notes and ask students to generate words that follow the pattern.
- Tell students to write one *ough* word on the sticky note and place them under the correct use of the sound. (example words: *tough*, *fought*, *overbought*, *dough*)
- Read the words aloud and ask students to echo you. Have them discuss the *ough* sounds.
- Next, write the words *fought*, *thoughtless*, *doughnut*, *thorough*, *enough* and have students isolate the *ough* and decode the words.
- Move students into partners to collaborate more about the *ough* sounds.
- Direct them to try pronouncing the words using one of the other sounds for *ough*. Model this process with the word *bought*, pronouncing it as *boot* as though the *ough* were making the /ue/ sounds as in *through*. Remind students that they can look at the board for *ough* word ideas. Have students repeat the instructions and then release partners to begin, making many different combinations of words and sounds. Encourage humor!

### READING AND DICTATION (10 MIN.)

- Instruct students to turn to Activity Page 4.1.
- Read aloud the directions for Reading and Dictation.
- Release students to read each word, underline the *ough* pattern, and divide it into syllables.
- Direct students to identify the word with the *ough* pattern in each sentence and underline *ough*.

## Challenge

Direct students to label the words from Activity Page 4.1 by which sound the *ough* makes using the 'Ough' Sounds chart.

- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again, and write the word. If a student needs a word repeated, say, "Class repeat." Direct students to complete responses in cursive. Provide immediate and corrective feedback such as, "Your cursive 'e' is starting to look much better, but be mindful of keeping the loop open and not closing it too much."
- Say each word, and then repeat it: *although, throughout, enough, doughy, thoroughly, bought.*



### Activity Page 4.1: Reading and Dictation

Collect Activity Page 4.1 and assess students' spelling using the *ough* spelling pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 4: Introduce Spelling Pattern *ough*

# Reading

15M

**Primary Focus:** Students will read the first part of Chapter 2 of *Sam's Musical Journey* and listen actively to answer and discuss questions about the

text. **TEKS 3.1.A**

Students will read multisyllabic words with the sound-spelling pattern

*ough*. **TEKS 3.2.A.i**

Students will read and pronounce the Tricky Words *conquer* and

*natural*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication,

and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and

multiple-meaning words. **TEKS 3.3.B**

## Reader



Pages 25–36

### READ SAM'S MUSICAL JOURNEY

- Explain that today, students will start reading Chapter 2 in their Reader, *Sam's Musical Journey*. Ask students to turn to a partner and retell what they've read in Chapter 1 so far in *Sam's Musical Journey*, in logical order. Provide sentence starters for sequencing such as:

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- First...
- After that...
- Earlier in the story...
- Immediately following that...
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

**master**

**1. v.,** to become very skilled at something, through practice, repetition, and/or talent

Example: She mastered the art of playing the piano after years of practice.

**2. n.,** a person who is very skilled, or advanced, at doing something

Example: Grandpa is a master at taekwondo because he has practiced for many years.

**tempo n.** how fast or slow a song plays

Example: The musician wanted to slow the tempo of the song.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. The multiple meanings of the word master will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Ask students to work with a partner to find the word *tempo* in the dictionary. Provide feedback on using the alphabet and guide words, as needed.
- Tell students that dictionaries also give examples of syllable breaks in words. Asks students to find the syllable break in *tempo*. (tem/po)
- Tell students to choose which partner will be “Partner A” and which partner will be “Partner B.”
- Ask “Partner A” to read the definition of *tempo* to “Partner B.”
- Ask “Partner B” to use the word tempo in a sentence or restate the definition of *tempo*.



## Foundational Skills

### Speaking and Listening

#### Beginning

Students should answer comprehension questions using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide sentence frames such as: Sam finds himself feeling discouraged when \_\_\_\_\_.

#### Intermediate

Students should use increasingly detailed textual evidence to answer comprehension questions. Instruct students to use formal language when answering. Provide sentence frames such as: Mrs. Anderson's comparison of playing piano to \_\_\_\_\_ helps me understand that \_\_\_\_\_.

#### Advanced/Advanced High

Students should use detailed textual evidence, and be instructed to use formal language when answering comprehension questions. Provide sentence stems such as: Music most likely felt more natural to Sam on page 33 because \_\_\_\_\_.

**ELPS 1.G; ELPS 3.G;  
ELPS 4.I; ELPS 4.J**

### Vocabulary Chart for “The Road to Rhythms”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	tempo		
Multiple-Meaning Words		master	
Sayings and Phrases			

- Display Tricky Words, read each word, and use it aloud in a sentence:
  - *conquer*
  - *natural*
- Invite students to share what they already know about the meanings of these Tricky Words: *conquer* and *natural*.
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *conquer* (Explain that the letters *qu* are pronounced /k/.)
  - Tricky Word: *natural* (Explain that the letter *t* is pronounced /ch/.)
- Model fluent reading for one to two sentences, using expression, and pausing for punctuation.
- Then, assign students to read pages 25–36 aloud, either with a partner or independently.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** In what instances does Sam find himself feeling discouraged? (*When he is learning about all the different notes*)
  2. **Inferential:** What is the most likely reason Mrs. Anderson compares learning the piano to climbing a tree? What does this help you understand about learning to play the piano? (*Mrs. Anderson compares learning the*



*piano to climbing a tree because it is something that Sam probably already knows how to do. This is helpful because learning to climb a tree takes time and practice like learning to play the piano.)*

3. **Evaluative:** What lesson does the author most likely want the reader to learn? (*Keep practicing, pursue your passion, work hard*).
- Ensure students draw evidence from the text to support their responses by using these sentence stems and asking questions such as the following:
    - Sam finds himself feeling discouraged ...
    - Mrs. Anderson compares learning the piano to \_\_\_\_ because \_\_\_\_.
    - The most likely reason playing music felt more natural ...
    - The author most likely wants the reader to learn that ...
  - You can extend student responses by asking the following prompts:
    - What information in the text helped you answer the question?
    - Where did you find information in the text to support your answer?
    - What clues in the text helped you know the answer to that question?

### WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper the ten words with the *ough* spelling pattern in the section of text they just read.
- After students write the words have them work with a partner to identify the sound pattern each word makes (*long o, /ue/, uff, off, /aw/, ow*)
- Have students share the words and display them on the board or chart paper: *coughing, thought, tough, enough, although, thorough, through, rough*.
- Read each word aloud. Direct students to echo you.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.



### Check for Understanding

As students complete the pattern search, note students who need additional support to identify these words. Pause to confer with students and direct them to *Ough* Sounds for reference.

End Lesson

## 5

## REVIEW

## Abbreviations

## PRIMARY FOCUS OF LESSON


## Foundational Skills

Students will work collaboratively to read and spell abbreviations.


 **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.B.iii. TEKS 3.2.D**

## Reading

Students will finish reading Chapter 2 of *Sam's Musical Journey* and will listen

 actively to discuss and answer questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *Sam's Musical Journey* with

 appropriate phrasing. **TEKS 3.1.C**

 Students will read abbreviations. **TEKS 3.2.A.iii**


Students will read and pronounce the Tricky Word *annual* and high-frequency

 words *watch* and *show*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication,

 and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and


 multiple-meaning words. **TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 5.1

## Spell the Abbreviation

 **TEKS 3.2.A.iii**

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; spelling compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Abbreviations	Whole Group	5 min.	<input type="checkbox"/> Common Abbreviations (TR 5.1) <input type="checkbox"/> Common Abbreviations (Digital Component 5.1)
Spell the Abbreviation	Small Group	10 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 33–36) <input type="checkbox"/> Anecdotal Reading Record
Wrap up		5 min.	<input type="checkbox"/> chart paper or white board <input type="checkbox"/> paper



## Speaking and Listening

## Foundational Skills

## Beginning

Have students repeat the different abbreviations they hear. Encourage students to seek clarification to monitor their understanding. Provide the question stems: (Abbreviation) stands for (word).

## Intermediate

Have students read aloud the different abbreviations and state what they stand for. Encourage students to clarify the meaning of the abbreviations by asking questions: Could you explain the abbreviation \_\_\_\_? Why do people use the abbreviation \_\_\_\_ instead of the words \_\_\_\_?

## Advanced/Advanced High

Ask students to describe and explain abbreviations in a written sentence. Encourage students to provide detail within their sentences to add specificity to the abbreviation. Ask guided questions to a partner to support students in adding details such as, "Can you tell me more?"

ELPS 2.B; ELPS 3.E

## ADVANCE PREPARATION

## Foundational Skills

- Prepare students to work collaboratively in groups during the review portion.
- Create an enlarged version of Common Abbreviations to display, or prepare to display the digital version.

## ➤ Digital Component 5.1

## Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark the Tricky Word annual and to mark appropriate phrases to model for students in the Reader.

## Universal Access

- Provide a list of abbreviations for Emergent Bilingual Students: *SW, NW, Ave., Mr., USA, Dr., TX, Rd.*
- Prepare images showing different emotions.

Start Lesson

## Lesson 5: Review Abbreviations

## Foundational Skills

15M

**Primary Focus:** Students will work collaboratively to read and spell abbreviations. **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

## REVIEW ABBREVIATIONS (5 MIN.)

- Explain to students that today they will revisit abbreviations.
- Ask students: What spelling pattern did we learn about in the last lesson? (*ough*) Turn to a partner, and brainstorm a list of words that have this spelling pattern *ough* in them.
- Place students in groups of four or five, and give each group a piece of paper.
- Explain to the students that they will work together to complete the task.
- Have students choose one person per group to write. Tell students you are going to set the timer for two minutes, and give each group time to "brain dump" as many abbreviations as they can remember.
- After the brain dump, have students share their lists.



**TEKS 3.2A.iii** The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.

- Display Common Abbreviations. (Digital Component 5.1)
- Remind students that an abbreviation is a short way to write a full word. Explain to students that abbreviations usually begin with a capital letter and end with a period.
- Ask: What word is abbreviated with Dr.? (*doctor*)
- Remind students that when we see the abbreviation Dr., we read the word *doctor*.
- Repeat with the remaining abbreviations.
- Ask: What might be the purpose for using abbreviations instead of the full word? (*It's faster to write an abbreviation.*)

### **SPELL THE ABBREVIATION (10 MIN.)**

- Ask students to turn to Activity Page 5.1.
- Tell students that the instructions are to read the sentences and fill in the blanks using the abbreviated form of the words in the Word Bank.
- Before students begin, do the example together as a class.
  - Ex: When you are sixteen or older, you can take a driving test to get an *ID* that allows you to drive.
- Discuss which word fits best (*identification*). Talk about how to spell the abbreviation. (*ID*)
- Allow students to work independently or with a partner.
- Provide immediate and corrective feedback such as, "Remember to read the sentence again with the word in the blank to make sure it makes sense."

### Activity Page 5.1



### **Activity Page 5.1: Spell the Abbreviation**

Collect Activity Page 5.1, and assess students' ability to read and identify the abbreviations. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.



Reading

Reading/Viewing  
Closely**Beginning**

Show images with different emotions, and discuss how Sam feels about the talent show.

Ask students to point to the image that shows how Sam feels. Provide sentence stems such as: I think Sam feels \_\_\_\_\_.

**Intermediate**

In pairs, ask students to explain how Sam feels about the talent show using the sentence stem:

I think Sam feels \_\_\_\_\_ because \_\_\_\_\_. Encourage students to listen to their partner's response and build on their ideas.

Provide the sentence stem: I agree that Sam feels \_\_\_\_\_ because \_\_\_\_\_. or, I disagree that Sam feels \_\_\_\_\_ because \_\_\_\_\_. I think Sam feels \_\_\_\_\_ because \_\_\_\_\_.

**Advanced/  
Advanced High**

Invite students to answer the questions prompted in the lesson. Allow partners to seek feedback and clarity from their peers in order to understand the text. Encourage students to ask each other questions.

**ELPS 4.F****Lesson 5: Review Abbreviations**

# Reading

15M

**Primary Focus:** Students will finish reading Chapter 2 of *Sam's Musical Journey*

and will listen actively to discuss and answer questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *Sam's Musical Journey* with

appropriate phrasing. **TEKS 3.1.C**

Students will read abbreviations. **TEKS 3.2.A.iii**

Students will read and pronounce the Tricky Word *annual* and high-frequency

words *watch* and *show*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication,

and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and

multiple-meaning words. **TEKS 3.3.B**

**READ SAM'S MUSICAL JOURNEY (5 MIN.)**

- Explain that today, students will continue to read in their Reader, *Sam's Musical Journey*. Before reading, have students turn and talk about what they remember from the previous chapter. Provide the sentence stem:

◦ I remember \_\_\_\_\_ from our discussion yesterday.

- Preview the following vocabulary words that students will encounter in this section of the Reader. The vocabulary term below is also a Tricky Word so remember that the spelling for decoding the word is not regular:

**annual, n.**, something that happens every year

Example: The annual picnic in July brings in more and more visitors each year.

**showcase, v.**, to present and highlight the skills, talents, and work of a specific group of people

Example: She will showcase her artwork at the gallery opening next week.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for "The Road to Rhythms"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	showcase	annual	
Multiple-Meaning Words			
Sayings and Phrases			

- Display the Tricky Word, read it, and use it aloud in a sentence:
  - *annual*
- Point out which parts of the word are regular and can be blended as you would expect and which parts are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *annual* (Explain that the letters *nu* are pronounced /ue/.)
- Display this lesson's high-frequency words: *watch* and *show*.
- Focus on the word *watch*. Write it on the board and have students read it. Spell it as a class and clap out the syllables in the word. Have students discuss with a partner anything they notice about the word *watch*. Discuss what new words can be made by using *watch* as a base word. Invite students to add prefixes and suffixes to the word *watch* (*rewatch*, *watching*, *watchful*.)
- Focus on the word *show*. Write it on the board and have students read it. Spell it as a class and clap out the syllables in the word. Have students discuss with a partner anything they notice about the word *show*.
- Point out that in the Reader *show* is written in a few different ways. Have students go into the Reader and search for the word *show*. What ways did they see it written? (*showing*, *showed*)
- Blend sounds aloud as you run your fingers under the word: /sh/ /oe/.
- Guide the class in reading *Sam's Musical Journey*, pages 33–36.

Reader



Pages 33–36

- Model fluently reading one to two sentences from the text, using appropriate phrasing, then assign students partners to read aloud the other paragraphs to each other while their partner follows along.
- Have students read with their partner. Remind students to read with appropriate phrasing.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about appropriate phrasing, mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** What was Sam's initial reaction to the talent show? (*He wondered if he should join.*)
  2. **Inferential:** What is the most likely reason playing music felt more natural to Sam on p. 33? (*It began to feel natural because he spent a lot of time practicing and it was becoming easier for him.*)
  3. **Inferential:** What can the reader infer about Sam on p. 35? (*Answers may vary but should reflect the idea that he was excited about the idea.*)
  4. **Evaluative:** What details from the text show that pros and cons about Sam participating in the talent show? Based on what you have read about Sam, what will he most likely do next? (*pros: show his skill, perform in front of an audience; cons: may be nervous, chance of making a mistake*)
- Ensure students draw evidence from the text to support their responses by using sentence stems to answer strategic prompts and asking questions such as the following:
  - I can infer that Sam\_\_\_\_\_ because on page \_\_\_\_\_ it states. . .
  - Based on what I have read so far about Sam, he will most likely \_\_\_\_\_.
- You can extend student responses by asking the following prompts:
  - What information in the text helped you answer the question?
  - Where did you find information in the text to support your answer?
  - What clues in the text helped you know the answer to that question?



## WRAP UP (5 MIN.)

- Have teacher provide a half-sheet of paper and display some abbreviations (including some from the text, i.e., Mr., Dr., Ave., a.m., ASAP)
- Direct students to write an encouraging note to Sam about performing in the talent show. Students should use at least two abbreviations in their writing, but encourage students to use as many abbreviations as coherently possible.
- For example, students may write:

Dear Sam,

You are going to do great in the talent tryouts tomorrow at 9:00 a.m. It will be important to get some rest ASAP.

Sincerely,

- Explain to students that some abbreviations such as Dr. include a period. Not all abbreviations require a period.
- Instruct students to write this letter in neat cursive with spaces between the words. Use complete sentences with proper punctuation at the end.
- Circulate and monitor to check for correct letter formation in cursive. Offer feedback such as:
  - “Ensure that your letters are properly spaced and don’t run into each other.”
  - “You’re doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle.”
  - “Pay close attention for irregular loops and ensure each stroke connects smoothly to the next.”



### Check for Understanding

As students complete their letter to Sam, note students who need additional support to identify these abbreviations. Pause to confer with students, and direct them to Common Abbreviations for reference.

End Lesson

## Challenge

Provide a word bank of abbreviations. Have students work together to create short dialogues that use at least three different abbreviations.

## 6

## REVIEW

# Abbreviations

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will work together to read and spell abbreviations.


 **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

**Reading**

Students will read and apply phonetic knowledge by decoding abbreviations.

 **TEKS 3.2.A.iii**


Students will read aloud with appropriate accuracy, rate, and expression.


 **TEKS 3.1.C; TEKS 3.4**

**FORMATIVE ASSESSMENT**

Activity Page 6.1

Abbreviation Fill In

 **TEKS 3.2.B.iii; TEKS 3.2.D**

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review with Abbreviations Fill In	Whole Group	15 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Choral Read <i>Sam's Musical Journey</i>	Whole Group	15 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 1–9) <input type="checkbox"/> Anecdotal Reading Record



## Speaking and Listening Foundational Skills

### Beginning

Ask students to partner up and ask questions using abbreviations. Provide sentence stems to support these questions such as: When can the abbreviation \_\_\_\_\_ be used? Why does the word \_\_\_\_\_ have an abbreviation?

### Intermediate

Have students read aloud any new abbreviations they have learned and state what they stand for. Encourage students to clarify the meaning of the abbreviations by asking questions. Could you explain the abbreviation \_\_\_\_\_? Why do people use the abbreviation \_\_\_\_\_ instead of the words \_\_\_\_\_?

### Advanced/Advanced High

Ask students to describe and explain any new abbreviations they have learned in a sentence. Encourage students to provide detail within their sentences to add specificity to the abbreviation. Ask guided questions to a partner to support students in adding details such as, "Can you tell me more? When would you use this abbreviation?"

**ELPS 1.E; ELPS 3.F;**

**ELPS 3.H**

## ADVANCE PREPARATION

### Foundational Skills

- Prepare students to work collaboratively with partners during the review portion.

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark paragraphs that will be used for fluency practice.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress in the Anecdotal Reading Record.

### Universal Access

- Create intentional groups to encourage peer support of reading and spelling abbreviations.
- Groupings should be based on formative and summative assessments to match students.

Start Lesson

## Lesson 6: Review Abbreviations

# Foundational Skills

15M

**Primary Focus:** Students will work together to read and spell abbreviations.

**TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

## REVIEW WITH ABBREVIATION FILL IN (15 MIN.)

- Ask students to turn to a partner and discuss what an abbreviation is and when abbreviations should be used.
- Ask students if they remember what abbreviations usually begin and end with (*a capital letter and a period*).
- Tell students that today they will review common abbreviations by finding abbreviations in a story.
- Explain to the students that they will work collaboratively with a partner to complete the task. Ask students to turn to Activity Page 6.1.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols. **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Read aloud the story. Pause at each abbreviation, and ask students to turn and talk about what it stands for with their partners.
- Model writing the abbreviations for February and inches in cursive. While writing, reference the letter strokes in the abbreviation *Feb.* going from capital *F* to lower case *e*.
- Direct students to complete their responses for the abbreviations on Activity Page 6.1 by writing in cursive. Provide immediate and corrective feedback such as, “Variability in the size of your letters can make the writing appear uneven. The more uniform your letter sizes are, the easier it will be to read.”



### Activity Page 6.1: Abbreviation Fill In

Collect Activity Page 6.1 to assess students' spelling of abbreviations. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Challenge

Instruct students to list abbreviations commonly used in social conversations, such as Mrs., Dr., ASAP, LOL, IDK, TTYL, SMH, and BTW. Facilitate a discussion about how the use of abbreviations can change the tone of a text.

### Activity Page 6.1



## Lesson 6: Review Abbreviations

# Reading



**Primary Focus:** Students will read abbreviations. **TEKS 3.2.A.iii**

Students will read aloud with appropriate accuracy, rate, and expression.

**TEKS 3.1.C; TEKS 3.4**

### CHORAL READ SAM'S MUSICAL JOURNEY

- Explain that today students will reread part of Chapter 1 of their Reader, *Sam's Musical Journey*, pages 1–9.
- Tell students that today's reading will be focused on fluency, which is rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Direct students to the first paragraph on page 1.

### Reader



Pages 1–9

**TEKS 3.2A.iii** The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations. **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Oral Reading

### Reading

#### Beginning

Ask students to point to the image that shows how Sam feels at different parts of the text. Provide sentence frames for discussion. During this part of the text, Sam feels \_\_\_\_\_. Model for students how to match your expression and intonation when reading to that feeling.

#### Intermediate

Ask students to point to the image that shows how Sam feels at different parts of the text. In pairs, have students discuss Sam's feelings using sentence frames such as: During this part of the text, Sam feels \_\_\_\_\_ because \_\_\_\_\_. Have students practice reading in partners with the matching expression and intonation.

#### Advanced/Advanced High

Have students practice reading a chosen portion of the text with expression and intonation. Have students discuss their expression and intonation with a partner using sentence frames I read this portion of the text with a \_\_\_\_\_ expression and \_\_\_\_\_ intonation because during this part of the text, Sam feels \_\_\_\_\_.

ELPS 2.E; ELPS 3.D;

ELPS 4.E; ELPS 4.F

- First, teacher model with the first one or two sentences using intonation and expression. Then, for 1-2 pages, do a shared reading where the teacher reads phrases or sentences and students chorally read to finish the sentence or even the next sentence. Example: "He'd hum along" while students read "matching their tunes."
- Then, release students to read the rest taking turns with a partner.
- Ask the students to use a marker or finger to follow along with the text as they read along with you.
- Ask: How would you describe the tone that I used to read this dialogue? (*positive and cheerful*)
- Ask: What in the text hints at the tone the character might use in this scene? (*the way the neighborhood is described and how Sam is described as having a love of music.*)
- Next, have the class do a choral read of the same passage.
- Direct students to the next passage beginning with "The next day . . ." on page 5 through page 9.
- Instruct students to read silently as you read the passage aloud.
- Read the passage aloud, and model fluent reading for the students, using intonation and expression.
- Ask: What did you notice about my rate? (*You got faster when Sam was excited and slowed down when Sam experienced hearing the pianist play the piano for the first time.*)
- Choose strategic prompts to check for comprehension while students are practicing rereading for fluency. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Examples include:
  1. **Literal:** What is Sam passionate about? (*Sam is passionate about music*)
  2. **Inferential:** Why does Sam think something is missing from his love of music? (*Sam thinks that even though he loves music a lot, he needs to be able to follow his dreams and play music to understand it better.*)
  3. **Evaluative:** How did Ben encourage Sam? (*Ben encouraged Sam when he said that Sam was very talented and should pursue learning to play music.*)

- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - Sam is passionate about...
  - Sam believes something is missing because...
  - Ben encouraged Sam by...
- Have students chorally reread the passage a second time.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciation, self-correction, pacing, transposition of words, and expression.
- After Chapter 1, have students retell the chapter. Have students use transitional words to help sequence the story such as, "First, Following that, Additionally, Lastly," to coherently retell the main events in the chapter.



### Check for Understanding

As you observe choral reading, note students who need additional support with fluency, including accuracy, rate, and prosody. Consider pulling these students to better assess and address fluency gaps.

### Challenge

Allow students to act out scenes from Chapter 1, such as Sam seeing a pianist play for the first time in the mall or when he tells his family he wants to learn to play the piano during dinner.

## 7


## INTRODUCE

## Compound Words

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will work together to decode and read compound

 words. **TEKS 3.1.D; TEKS 3.2.A.iii**

## Reading

Students will follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading. **TEKS 3.1.B**

 Students will read compound words. **TEKS 3.2.A.iii**

Students will read aloud with appropriate accuracy, rate, and expression. **TEKS 3.4**


Students will work together to read and pronounce Tricky Words, including *brilliant, journey, technique, rhythm, language, distinguishing, doubt, conquer, natural, and annual*. **TEKS 3.1.D; TEKS 3.2.A.vii**

## FORMATIVE ASSESSMENT

Activity Page 7.1

Build a Compound Word

 **TEKS 3.2.A.iii**

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Compound Words	Whole Group	5 min.	<input type="checkbox"/> popsicle sticks with students' names, dice, or online randomizer
Build Compound Words	Small Group	10 min.	<input type="checkbox"/> Compound Word Cards (TR 7.1) <input type="checkbox"/> scissors <input type="checkbox"/> glue <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Review Tricky Words	Partners	5 min.	
Partner Read <i>Sam's Musical Journey</i>	Small Group	10 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 10–24) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> Partner Reading Feedback (Digital Component 7.1)



## Foundational Literacy Skills

## Foundational Skills

## Beginning

Provide students with a list of additional compound words. In small groups, have them read the words aloud and identify the individual words that make up each compound word. Provide sentence frames to help students: The compound word is \_\_\_\_\_. The two words that it can split up into are \_\_\_\_\_ and \_\_\_\_\_.

## Intermediate

Have students write three sentences with words from a list of additional compound words. Exchange with a partner and have them identify and underline the compound words. Have students discuss their sentences with sentence frames such as: I see that you used the word \_\_\_\_\_ in your sentence. I used the word \_\_\_\_\_ in my sentence.

Advanced/Advanced  
High

In pairs, give students three pairs of individual words that make additional compound words. Have them match the words and use all three words to write a short silly paragraph. Have students take turns reading their paragraph aloud.

ELPS 1.C; ELPS 1.E

## ADVANCE PREPARATION

## Foundational Skills

- Prepare popsicle sticks with students' names, dice, or online randomizer for calling on students.
- Prepare students to work collaboratively in partners during the review portions.
- Copy page TR 7.1 in the Teacher Resources. Students will need scissors to cut out one set of Compound Word Cards for each student.

## Reading

- Create an enlarged version of Partner Reading Feedback to display, or prepare to display the digital version.

## &gt; Digital Component 7.1

## Universal Access

- Students may benefit from cutting up and pasting together words to create compound words.
- For Emergent Bilingual Students, have sticky notes available to use during Partner Reading. These sticky notes will help mark when there is an expression or emotion in the Reader.
- For Emergent Bilingual students, provide a list of compound words, such as: *popcorn*, *upstairs*, and *eyeball*

Start Lesson

## Lesson 7: Introduce Compound Words

## Foundational Skills

15M

**Primary Focus:** Students will work together to read compound words. **TEKS 3.1.D; TEKS 3.2.A.iii**

## INTRODUCE COMPOUND WORDS (5 MIN.)

- Tell students: In the last lesson, we learned about abbreviations. Turn to a partner, and discuss what abbreviations usually begin and end with. (*a capital letter and a period*)
- On the board write these words: *butterfly*, *doughnut*, *breakfast*, *lighthouse*.



**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.

- Have students look at the words on the board and discuss with a partner what they notice about all the words? (*All the words are compound words.*)
- Ask students to turn to a partner and recall what compound words are.
- Ask the partners to think of an example of a compound word.
- Use a randomizer (popsicle sticks with students' names, dice, or online randomizer) to call on a student, and ask them to share what they came up with in their partner group. (*A compound word is made by combining two smaller words to create a new word.*)
- Explain that compound words are when two or more words combine to form a new single word. Each word within a compound word has its own meaning. When the words are combined into a compound word, the compound word has a new meaning.
- Write the word *cupcake* on the board.
- Ask: What vowel sounds do you see? (*short u/ a\_e*). What two words form this compound word? (*cup and cake*)
- Ask students how many syllables are in the word “cupcake” (two). Have students explain what a cupcake is to a partner.
- Repeat with the following words by having students isolate the vowel sounds and then decode the words: *sailboat, lighthouse, playground, and dragonfly.*

### **BUILD COMPOUND WORDS (10 MIN.)**

- Explain to the students that they will work collaboratively with a partner to complete the task. Ask students to turn to Activity Page 7.1.
- Distribute Compound Word Cards (located in the teacher resources on TR 7.1) Students will cut out the word cards and definitions.
- Read the definitions that were cut out from page TR 7.1, and then work with a partner to combine the individual words on the word cards to create compound words that match the definition.
- Glue the definition card under the definition column, and glue the matching compound words next to the corresponding definition on Activity Page 7.1.
- After finishing, have students take turns using each compound word in a sentence with their partners.



## Activity Page 7.1: Build a Compound Word

Collect Activity Page 7.1 and assess students' ability to form and read compound words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 7: Introduce Compound Words

# Reading



**Primary Focus:** Students will follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading. **TEKS 3.1.B**

Students will read compound words. **TEKS 3.2.B.iii**

Students will read aloud with appropriate accuracy, rate, and expression.

**TEKS 3.4**

Students will work together to read and pronounce Tricky Words, including *brilliant, journey, technique, rhythm, language, distinguishing, doubt, conquer,*

*natural, and annual.* **TEKS 3.1.D; TEKS 3.2.A.vii**

### REVIEW TRICKY WORDS (5 MIN.)

- Explain to students that today they will review Tricky Words with a partner reading the words and tapping the syllables.
- Place students in collaborative pairs. Write the following words on the board in random order and with space between them: *brilliant, journey, technique, rhythm, language, distinguishing, doubt, conquer, natural, annual.*
- Students will work together to isolate the vowel sounds and read the words; students can then tap out the syllables on their desk.
- Circulate the room, and monitor student progress with the Tricky Words. Provide support as needed to ensure students are using the vowel sounds to decode the word correctly.



**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

## PARTNER READ SAM'S MUSICAL JOURNEY (10 MIN.)

- Pair students with intentional reading partners.
- Tell students that they will partner read the rest of Chapter 1, pages 10–24.
- Today, students will follow these Partner Reading routines.
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about expression. Use the stems provided such as, “You did a great job making your voice at a higher pitch when Sam was excited in the text. You read with expression!”
- Have students repeat these steps back to you, and then have them start the Partner Reading routine.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Model giving your reading partner feedback, using the sentence stems on the Partner Reading Feedback stems. (Digital Component 7.1)
  - You did a great job when you \_\_\_\_\_.
  - I like how you \_\_\_\_\_.
  - I liked it when you \_\_\_\_\_.
  - You corrected yourself when \_\_\_\_\_.
  - The best part of your reading was when you \_\_\_\_\_.
- Direct students to alternate reading sentences until the end of Chapter 1. If time allows, ask students to partner read this section again.
- After several minutes, students will evaluate each other’s reading by giving each other positive feedback. Point out the sentence stems on the Partner Reading Feedback stems. Listen for effective student feedback.
- For example:
  - I like how you read like Sam when he was talking to Mrs. Anderson.
  - You corrected yourself when you mispronounced *impending*.
  - The best part of your reading was when you added facial expressions and hand gestures.

Reader



Pages 10–24



## Foundational Literacy Skills

### Foundational Skills

#### Beginning

As an alternative to Partner Reading, read a sentence, and have the group repeat the sentence to you, working on fluently using expressions while reading.

#### Intermediate

As an alternative to Partner Reading, read the text slowly, pointing to the words. Have students put a sticky note by any words they notice that talk about expression or feelings. Discuss these expressions and feelings. Have students reread the text with their partner, remembering these expressions and incorporating them in how they reread the text.

#### Advanced/Advanced High

To demonstrate reading comprehension have students retell this portion of the Reader after Partner Reading. Students should include two to three main events, including supporting details. Provide sentence frames such as: One main event in this portion of the Reader is \_\_\_\_\_, and a supporting detail is \_\_\_\_\_. Encourage students to listen to their partner's response and build on their ideas.

**ELPS 4.G; ELPS 4.I**

- As students partner read, note students who need additional support with fluency, including accuracy, rate, and prosody. Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Consider pulling these students to better assess and address fluency gaps.
- Choose strategic prompts to check for comprehension while students are practicing rereading for fluency. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Examples include:
  1. **Literal:** What did Sam discover at the mall to help him realize the instrument he should play? (*He heard a piano being played at the mall.*)
  2. **Inferential:** What can be inferred about how Sam's mom felt about him wanting to play the piano? How do you know? (*Sam's mom felt excited about him wanting to play the piano. I can tell because in the text she made sure he had a piano and polished it for him.*)
  3. **Evaluative:** How did Mrs. Anderson encourage Sam when he was feeling doubtful about his ability to read music? (*Mrs. Anderson encouraged Sam by remind him that learning the piano takes time and that it's normal to struggle at first, but he shouldn't give up.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - Sam discovered...
  - I can infer that...
  - Mrs. Anderson encouraged Sam by...



### Check for Understanding

Ask students to retell and paraphrase what they read. They should use the words, *First, Then, Next, and Last*, and include the main events, characters, and significant details. Observe Partner Reading to check that students are reading with expression and their ability to retell the story events in logical order.

End Lesson

## REVIEW

# Compound Words

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will collaborate with others to read and spell compound words.

 **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

**Reading**

Students will listen actively and work collaboratively with others by following

 agreed-upon protocols. **TEKS 3.1.A; TEKS 3.1.D**

Students will follow, restate, and give oral instructions that involve a series of

 related sequences of events for partner reading. **TEKS 3.1.B**

 Students will read compound words. **TEKS 3.2.A.iii**

Students will read aloud with appropriate accuracy, rate, and expression.


 **TEKS 3.4**

**FORMATIVE ASSESSMENT**

Activity Page 8.1

Reading and Story Writing

**TEKS 3.2.B.iii TEKS 3.2.D**

 **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Compound Words	Whole Group	5 min.	❑ index cards
Reading and Story Writing	Whole Group	10 min.	❑ Activity Page 8.1 ❑ Grade 3 Foundational Skills Record
<b>Reading</b>			
Partner Read <i>Sam's Musical Journey</i>	Whole Group	15 min.	❑ <i>Sam's Musical Journey</i> (pp. 25–36) ❑ Anecdotal Reading Record ❑ Partner Reading Feedback (Digital Component 7.1)





## ADVANCE PREPARATION

### Foundational Skills

- Prepare base word index cards: *night, foot, fore, snow, nose, any, after, air, some, print, note, front, more, one, thing, dive, time, fall, storm, where, rain, book, store*.
- You may wish to create an anchor chart with visuals of each word or show visuals of each word. Images of each word can easily be found online.

### Reading

- Prepare to display Partner Reading Feedback.

### > Digital Component 7.1

### Universal Access

- Consider providing a dictionary for additional support to create the compound words.
- For Emergent Bilingual Students, provide a list and visuals of compound words, such as: *bookshelf, football, moonlight, seahorse, toothbrush*.

Start Lesson

## Lesson 8: Review Compound Words

# Foundational Skills

15M

**Primary Focus:** Students will collaborate with others to read and spell compound words. **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

### REVIEW COMPOUND WORDS (5 MIN.)

- Have students Think-Pair-Share with a partner about what they remember from the previous lesson about compound words.
- Provide students with a base word index card: *night, foot, fore, snow, nose, any, after, air, some, print, note, front, more, one, thing, dive, time, fall, storm, where, rain, book, store*.
- Have students take their base word card and find partners with other words that can be combined to make compound words.
- Once a match has been made, have students switch base words to find another partner to generate a new word. (*This will not only build oral language, but help students develop vocabulary knowledge.*)
- Monitor students, and provide feedback on identifying compound words, as needed.

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

### Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Provide a word list of compound words. Words could include *bookshelf, football, moonlight, seahorse, toothbrush*. Provide a visual with each word. As you show each visual, say the compound word that matches it aloud, and have students echo you. Then, ask students to identify the two words that make up each compound word. Provide sentence frames such as: \_\_\_\_ is made up of \_\_\_\_ and \_\_\_\_.

#### Intermediate

In pairs, have students create sentences using 1-2 of the following compound words: *football, bookstore, downstairs, seahorse*. Share each sentence aloud with a partner and have each partner explain how each word is divided. Provide sentence frames \_\_\_\_ is divided into \_\_\_\_ and \_\_\_\_.

#### Advanced/Advanced High

Have students work collaboratively to identify at least five more compound words. Have students create a collaborative story with those words. One student will begin the story, and then the next student will add another sentence. This continues until the story ends. Have students switch paragraphs with another partner pair and read their paragraph aloud.

## Activity Page 8.1



### READING AND STORY WRITING (10 MIN.)

- Ask students to turn to Activity Page 8.1.
- Ask students to point to and read the first word: *tailgate*.
- Ask: What are the two smaller words that you see in this compound word? (*tail* and *gate*)
- Direct students to circle *tail* and *gate*.
- Repeat with the remaining words.
- Direct students to the second part of Activity Page 8.1. Tell students that they will Write a story using at least three of the five words in the box above. Make sure your story has characters, a setting, problem, and resolution. Use sequence words throughout the story such as, "First, Then, Next, Last." The sequence words will help ensure a logical order. Write neatly in cursive, leaving spaces between words.
- As students write, circulate and observe students' letter formation and sentence structure. Provide immediate and corrective feedback such as, "When writing the cursive 'r', pay attention to the upward stroke after the loop. It should smoothly transition into the next letter without any breaks." If students have difficulty writing a story, provide an opportunity for students to orally tell their story, and have someone dictate it for them.



### Activity Page 8.1: Reading and Story Writing

Collect Activity Page 8.1, and assess students' spelling of compound words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

As an alternative to Partner Reading, read a sentence and have the group repeat the sentence to you, working on fluency. Then in pairs, have students retell parts of the story using the sentence stem: One key event in the story is \_\_\_\_.

#### Intermediate

As an alternative to Partner Reading, read the text slowly, pointing to the words, and have students read aloud the words they know. Then in pairs, have students discuss and retell the story using the sentence stem: One key event in the story is \_\_\_\_ and one key detail is \_\_\_\_.

#### Advanced/ Advanced High

Provide assistance reading unknown words. Then provide a graphic organizer and have students take notes to retell what they have learned from the story. Have students share with a partner using the sentence stem: Some key events in the story are \_\_\_\_ and some key details are \_\_\_\_.

**ELPS 1.E; ELPS 4.G**

#### Reader



Pages 25–36

## Lesson 8: Review Compound Words

# Reading

15M

**Primary Focus:** Students will listen actively and work collaboratively with others by following agreed-upon protocols. **TEKS 3.1.A; TEKS 3.1.D**

Students will follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading. **TEKS 3.1.B**

Students will read compound words. **TEKS 3.2.A.iii**

Students will read aloud with appropriate accuracy, rate, and expression. **TEKS 3.4**

### PARTNER READ SAM'S MUSICAL JOURNEY

- Tell students that today's reading will be focused on fluency. Remind students that fluency includes rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning). Say: As you read today with your partner, make sure you self-correct when you read a word inaccurately.
- Tell students that today they will work with a partner to work on their fluency. Pair students with intentional reading partners.
- Tell students that they will partner read Chapter 2, pages 25–36.
- Today, students will follow these Partner Reading routines.
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about self-correction.
- Use the stems provided such as:
  - I noticed that you reread the word \_\_\_\_ to correct your mistake.
  - You used your strategies like sounding out words or looking for clues in the text when you encountered the tricky word \_\_\_\_.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms and protocols. **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.

- I noticed you thought something doesn't make sense and you tried to reread the sentence. Do you think \_\_\_\_\_ would fit better?
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Model partner reading with a student volunteer, alternating reading sentences and providing feedback and assistance to each other as needed.
- Choose strategic prompts to check for comprehension while students are practicing rereading for fluency. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Examples include:
  1. **Literal:** How did Sam feel when he first got to Mrs. Anderson's room? (*Sam felt nervous about his ability to play music.*)
  2. **Inferential:** Why does Sam decide to continue playing piano? (*Sam was motivated by Mrs. Anderson's words and how she encouraged him that the piano would get easier with practice.*)
  3. **Evaluative:** How does Sam's attitude about his ability to play the piano change throughout the text? (*Sam's attitude changes from being nervous to being proud of his effort and ability to play the piano.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - Sam felt...
  - I think Sam decided to continue playing piano because...
  - Sam's attitude changed from \_\_\_\_ to \_\_\_\_.
- Direct students to alternate reading sentences and actively listen to each other read until the end of Chapter 2.
- After several minutes, have students evaluate each other's reading by giving each other positive feedback. Point out the sentence stems on Partner Reading Feedback stems (Digital Component 7.1). Listen for effective student feedback.
- For example:
  - I noticed you reread the sentence to correct yourself when you made a mistake.
  - You corrected yourself when you made an error.
  - I like that you went back to find the vowel sounds to decode the word correctly.

- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading such as “Don’t forget to use pauses to signal transitions between ideas or paragraphs.”
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciation, self-correction, pacing, transposition of words, and expression.
- After students finish reading and providing fluency feedback, choose strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the text or prompts.
- Offer corrective feedback such as:
  - “When you encounter a new word, take a moment to sound it out before continuing. This will help you maintain a steady reading rhythm.”
  - “Don’t forget to take short pauses at punctuation marks like commas and periods. This will help your listener understand the meaning of the text better.”



### Check for Understanding

As students partner read, note students who need additional support in fluency, including accuracy, rate, and prosody. Consider pulling these students to better assess and address fluency gaps.

End Lesson

### Challenge

Have students create a fluency checklist and use it for themselves or with a partner.

## 9

## INTRODUCE

Affixes im–, in–,  
and pre–


## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell words with prefixes.

 **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D**

Students will identify the meaning of and use words with the *im–*, *in–*, and *pre–*

 affixes. **TEKS 3.3.C**


## Reading

Students will read the first part of Chapter 3 of *Sam’s Musical Journey* and will

 listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

 Students will read words with prefixes. **TEKS 3.2.A.v**

Students will read and pronounce the Tricky Word *routines* and the high-frequency

 words *almost* and *list*. **TEKS 3.2.A.vii**

Students will use context to determine the meaning of unfamiliar words and

 multiple-meaning words. **TEKS 3.3.B**


## FORMATIVE ASSESSMENT

## Activity Page 9.1

## Reading and Dictation

 **TEKS 3.2.A.v; TEKS 3.2.B.vi;**

 **TEKS 3.2.D; TEKS 3.3.C**

 **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im–* (into), *non–*, *dis–*, *in–* (not, non), *pre–*, *–ness*, *–y*, and *–ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Affixes <i>im-</i> , <i>in-</i> , and <i>pre-</i>	Whole Group	5 min.	<input type="checkbox"/> Word Matrix (TR 9.1) <input type="checkbox"/> Word Matrix (Digital Component 9.1)
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 37-46) <input type="checkbox"/> Anecdotal Reading Record
Wrap up	Independent	5 min.	
<b>Take-Home Materials</b>			
Practice with Affixes			<input type="checkbox"/> Activity Page 9.2

## ADVANCE PREPARATION

### Foundational Skills

- Display Word Matrix (TR 9.1).
- Create an enlarged version of the Word Matrix to display, or prepare to display the digital version or display.

### > Digital Component 9.1

#### Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider having students use sticky notes to mark any unfamiliar vocabulary words or phrases, such as indecisive, insecure, 'thoughts racing like a speeding train,' and 'sing their hearts out.'

#### Universal Access

- List of words for EB student support: *imbalance, nonpoisonous, inexpensive, imperfect, nondairy, impolite, insignificant, immeasurable, independent, nonfiction.*
- Students may choose to use a dictionary to support their work on Activity Page 9.1.
- Prepare a list of words with the affixes *im-*, *in-*, and *pre-*.

Start Lesson

### Lesson 9: Introduce affixes *im-*, *in-*, and *pre-*

# Foundational Skills

15M

**Primary Focus:** Students will read and spell words with prefixes.


 **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D**

Students will identify the meaning of and use words with the *im-*, *in-*, and *pre-*

 affixes. **TEKS 3.3.C**

## INTRODUCE AFFIXES IM-, IN-, AND PRE- (5 MIN.)

- Tell students: In the last lesson, we learned about compound words. Turn to a partner, and brainstorm a list of compound words that use the base word *ball*.
- Place students in partners, and ask the pairs to decide who will be Partner A and who will be Partner B.

 **TEKS 3.2.A.v** The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. **TEKS 3.2.D** The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. **TEKS 3.3.C** The student is expected to identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.





## Foundational Literacy Skills

### Foundational Literacy

#### Beginning

Provide students with a list of words with the affixes *im-*, *in-*, and *pre-*. In small groups, have students circle the affix in each word and echo read it after you. Ask students to identify the affix in each word and explain what it means. Provide sentence stems such as: The word \_\_\_\_\_ means \_\_\_\_\_.

#### Intermediate

Provide students with a list of words with the affixes *im-*, *in-*, and *pre-*. In pairs, have students use each word in a sentence using the sentence stem: "The word \_\_\_\_ has the affix \_\_\_\_\_. Because it has the affix \_\_\_\_\_, it means \_\_\_\_\_."

#### Advanced/Advanced High

Have students create a set of word cards with words with affixes. With a partner, hold up a word card and ask what the affix is and what the word means. Have students continue until all word cards, have been used. Provide sentence frames such as: For the word \_\_\_\_\_, the affix is \_\_\_\_\_ and the word means \_\_\_\_\_.

**ELPS 3.C; ELPS 3.A;**  
**ELPS 4.A; ELPS 5.C**

- Tell students they will work with affixes today. Give Partner A 30 seconds to explain to partner B what an affix is. (*An affix is a group of letters added to a base word; these letters change the meaning of the word when they are added.*)
- Give Partner B 30 seconds to share examples of words with affixes. (*nonstick, impatient, etc...*)
- Remind students that prefixes are a type of affix that comes before the base word, and suffixes are a type of affix that comes after the base word.
- Display Word Matrix (Digital Component 9.1 or TR 9.1) and tell students they will work with three prefixes today: *im-*, *in-*, and *pre-*. Explain that *im-* means "into," *in-* means "not or non," and *pre-* means "before."
- Write the word *import* on the board.
- Clap the syllables, prompting students to echo the clapping and pronunciation. Remind students that a prefix adds another syllable to the base word.
- Circle the prefix *im-* in the word *import*.
- Ask: What does the prefix *im-* mean? (*into*)
- Ask: So what does the word *import* mean? (*into the port*)
- Clarify that a port is a place where ships load and unload freight for trade.
- Tell students that the prefix *im-* can also mean *not*, so they will need to pay attention to the meaning of the base word when determining the meaning of the prefix and how it changes the meaning of the base word.
- Write the word *impossible* on the board.
- Clap the syllables, prompting students to echo the clapping and pronunciation. Remind students that a prefix adds another syllable to the base word.
- Ask students to turn to a partner and identify the prefix in the word. Then, have them discuss the meaning of the word "impossible". Have a few students share their answers. Clarify that in this word, the prefix *im-* means "not." Point out that "into possible" wouldn't make sense.
- Write the words *ineffective* and *preseason* on the board. Have students work with a partner to identify the prefix and meaning of each word. Provide students with dictionaries to clarify the meaning of each word or to check their definition's accuracy. Challenge students to use a different prefix or suffix to change the meaning of the base words season and effect.

## Activity Page 9.1



### PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 9.1.
- Ask students to point to the first word: *implant*.
- Instruct students to underline the *im-* prefix.
- Ask students to identify the vowel sounds.
- Ask students where they should divide the syllables. (*im/plant*)
- Use syllable blending to decode *implant*.
- Read the remaining words, and direct students to underline the *im-*, *in-*, and *pre-* affixes in each word, identify the vowel sounds, and then divide the syllables.
- Read the directions to the next part to the students: Listen to your teacher carefully. Write the word your teacher says on the line. Then, listen as your teacher says the word in a sentence. Write the sentence on the following line.
- Say: *incorrect*
- Say: Paul had the incorrect time written down for his appointment.
- Say: preselect
- Say: She was asked to preselect her dinner for the wedding.
- Say: *preview*
- Say: The family wanted to preview the home before they purchased it.



### Activity Page 9.1: Reading and Dictation

Collect Activity Page 9.1 and assess students' ability to correctly read and spell words with affixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 9: Introduce Affixes *im-*, *in-*, and *pre-*

# Reading



EMERGENT  
BILINGUAL  
STUDENTS

### Reading

#### Reading/Viewing Closely

##### Beginner

Ask students if they have ever felt excited. Provide examples of times when someone might feel thrilled or excited, such as: winning a game, going on a field trip, or holding a puppy. Ask students why someone might feel excited in those scenarios. Provide a sentence stem, such as: "Someone might feel excited because \_\_\_\_."

##### Intermediate

Ask students to come up with synonyms and antonyms of *excited*. For example, synonyms of nervous could include *joyful*, *glad*, *delighted*, *overjoyed*. Use a graphic organizer to create situations using those words. Read aloud each situation to a partner. Provide sentence frames  
Someone might feel \_\_\_\_  
when \_\_\_\_.

##### Advanced/Advanced High

In small groups, have students create different sentences with the word *excited*. Tell them to try to "trick" their classmates by using the word incorrectly. Have each student read their sentence aloud and ask if the word *excited* was used correctly. If it was not, work together to correct the sentence.

#### ELPS 4.G

**Primary Focus:** Students will read the first part of Chapter 3 of *Sam's Musical Journey* and will listen actively to answer and discuss questions about the

text. **TEKS 3.1.A**

Students will read words with prefixes. **TEKS 3.2.A.v**

Students will read and pronounce the Tricky Word *routines* and the high-frequency

words *almost* and *list*. **TEKS 3.2.A.vii**

Students will use context to determine the meaning of unfamiliar words and

multiple-meaning words. **TEKS 3.3.B**

### READ SAM'S MUSICAL JOURNEY (10 MIN.)

- Explain that today, students will continue to read in their Reader, *Sam's Musical Journey*, pages 37-46. Before the new reading, have students turn to their partner and retell what has happened in the story up to this point.
- Preview the following vocabulary words that students will encounter in this section of the Reader:

**indecisive, adj.** not being able to decide something

Example: The group looked at all the restaurant choices and were indecisive on where to eat dinner.

**insecure, n.** unsure of yourself or not confident quickly

Example: The girl was insecure about the dress she chose to wear to the dance.

### Sayings and Phrases

**Thoughts racing like a speeding train** is a saying that means having many thoughts at once.

Example: His thoughts were racing like a speeding train as he had tried to solve the math problem.

**Sing their hearts out** is a saying that means to sing with enthusiasm and purpose

Example: They will sing their hearts out when their favorite song plays on the radio.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the sayings “thoughts racing like a spreading train” and “sing their hearts out.” The multiple meanings of the word *rustling* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thinking.

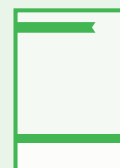
Vocabulary Chart for “Sam’s Grand Performance”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		insecure indecisive	
Multiple-Meaning Words			
Sayings and Phrases	thoughts racing like a spreading train sing their hearts out take a leap		

- Ask students to look closely at the words *indecisive* and *insecure*.
- Ask students: What letter do you need to look at to determine which word comes first in the dictionary? (*You need to look at the third letter.*)
- Ask students: Which word will come first in the dictionary? (*indecisive*)
- Tell students to work with a partner to find these words in the dictionary. Have students read each definition.
- Display the Tricky Word, read the word, and use it aloud in a sentence:
  - *routines*
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *routines* (*Explain that the letters i\_e are pronounced /ee/.*)
- Display this lesson’s high-frequency words: *almost* and *list*.
- Focus on the word *almost*. Write it on the board and have students read it. Spell it as a class and clap out the syllables in the word. Have students discuss with a partner anything they notice about the word *almost*.
- Blend sounds aloud as you run your fingers under the word: /o/ /l/ /m/ /oe/

/s/ /t/. Point out that the first syllable should sound like the word all. Clarify the meaning of *almost* as needed. Invite students to turn to a partner and discuss a synonym for the word *almost*.

- Focus on the word *list*. Write it on the board and have students read it. Have students discuss with a partner anything they notice about the word *list*.
- Blend sounds aloud as you run your fingers under the word: /l/ /i/ /s/ /t/.
- Guide the class in reading *Sam's Musical Journey*, pages 37–46. Students will read part of Chapter 3.
- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation. Then, assign students to read pages 37–46 aloud, either with a partner or independently.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** What did Sam do while waiting for his turn to audition? (*Sam watched kids perform magic tricks, sing their hearts out, and do funny stand-up comedy routines.*)
  2. **Inferential:** What word(s) from the text shows how Sam felt as he waited to find out if he made it into the talent show? (*Days passed, and Sam grew impatient. The wait felt almost impossible. Sam joined the group as his heart pounded with anticipation.*)
  3. **Evaluative:** What details from the text support the idea that Sam made a good choice of auditioning for the talent show? (*Answers may vary but should reflect an understanding of Sam setting a goal, following through, and his effort paying off.*)
- Ensure students draw evidence from the text to support their responses by having them restate the question when they answer.
  - While waiting for his turn, Sam...
  - \_\_\_\_\_ from the text shows that Sam was feeling \_\_\_\_\_.
  - Sam made a good choice by auditioning because on p. \_\_\_\_ it states that...

## Reader



Pages 37–46

- For additional prompting, use the following stems:
  - What information in the text helped you answer the question?
  - Where did you find information in the text to support your answer?
  - What clues in the text helped you know the answer to that question?

### WRAP UP (5 MIN.)

- Give each student a sheet of paper, and ask them to write a response to the following question: What was Sam's main problem in this part of the story? (*Sam was nervous about auditioning for the talent show. He felt the wait to find out if he made it was impossible.*)
- Ask students to see if they can use words that have a prefix found in the text. If students need additional support, display the words *impatient*, *prepared*, *impossible*, *indecisive*, etc.
- Ask students to turn to a partner and read their response.



### Check for Understanding

Circulate the room, checking for accurate comprehension, and provide feedback on how students can include a word with a prefix in their response.

End Lesson

### Lesson 9: Affixes *im-*, *in-*, and *pre-*

# Take-Home Material

### Activity Page 9.2



- Have students take home Activity Page 9.2 for additional practice with this lesson's objectives.



## 10

## INTRODUCE


## Affixes –ness, –y, and –ful

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell words with suffixes that change the base word by dropping final ‘e,’ changing ‘y’ to ‘i,’ and changing the base word by doubling final


 consonants. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

 Students will identify the meaning of and use words with the affixes. **TEKS 3.3.C**

## Reading

Students will continue reading Chapter 3 of *Sam’s Musical Journey* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**


Students will read and spell words with suffixes that change the base word by

 changing ‘y’ to ‘i’. **TEKS 3.2.A.vi**

Students will use print or digital resources to determine meaning, syllabication,

 and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and

 multiple-meaning words. **TEKS 3.3.B**

Students will identify the meaning of and use words with the –ness, –y, and –ful

 affixes. **TEKS 3.3.C**


## FORMATIVE ASSESSMENT

## Activity Page 10.1

## Build a Word

 **TEKS 3.2.A.vi; TEKS 3.2.B.vii;**

 **TEKS 3.3.C; TEKS 3.2.D**

 **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, –ness, –y, and –ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Affixes <i>-ness</i> , <i>-y</i> , and <i>-ful</i>	Whole Group	5 min.	<input type="checkbox"/> Word Matrix (TR 10.1) <input type="checkbox"/> (Digital Component 10.1)
Practice with Affixes	Small Group	5 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	15 min.	<i>Sam's Musical Journey</i> (pp. 47-52) Anecdotal Reading Record
Wrap Up	Independent	5 min.	paper

## ADVANCE PREPARATION

### Foundational Skills

- Create an enlarged version of the Word Matrix to display, or prepare to display the digital version.

### ➤ Digital Component 10.1

- Prepare enough copies for each student to have a Word Matrix (TR 10.1.)

### Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider having students use sticky notes to mark any words that include the affixes *-ness*, *-u*, or *-ful*. You may want to point these out while reading.

### Universal Access

- Provide Emergent Bilingual Students with a word list of *-ly* and *-ful* words. The list could include the following: *beautiful, plentiful, lovely, quickly, hurriedly, excitedly, beneficial*.
- Prepare a list of words with the affixes *-ness*, *-y*, and *-ful*.
- Prepare a sequence graphic organizer for students to put the steps in order using evidence from the text.

Start Lesson

## Lesson 10: Introduce Affixes *-ness*, *-y*, and *-ful*

# Foundational Skills

10M

**Primary Focus:** Students will read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and changing the base word by

🇺🇸 doubling final consonants. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

🇺🇸 Students will identify the meaning of and use words with the affixes. **TEKS 3.3.C**

### INTRODUCE AFFIXES -NESS, -Y, AND -FUL (5 MIN.)

- Tell students they will continue to work with affixes today. Have students turn to a turn and talk partner and share what they know about what an affix is and whether or not affixes change the meaning of a word.
- Tell students they will work with three suffixes today: *-ness*, *-y*, and *-ful*. Explain that *-ness* means “state of being,” *-y* means “made up of,” and *-ful*

🇺🇸 **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; (vii) identifying and reading high-frequency words from a research-based list.

means “full of.” Write each suffix and its meaning on the board or chart paper as you say it aloud.

- Display the Word Matrix (Digital Component 10.1) or distribute copies of the Word Matrix (TR 10.1) to students.
- Write the word *happiness* on the board.
- Clap the syllables, prompting students to echo the clapping and pronunciation.
- Circle the affix *-ness* in *happiness*.
- Ask: What does the affix *-ness* mean?
- Student: being or state of being
- Ask: So what does the word *happiness* mean?
- Student: the state of being happy
- Ask: What is the base word in *happiness*?
- Student: happy
- Ask: What changed from the base word when we added the *-ness* suffix?
- Student: We changed the ‘y’ to ‘i.’
- Ask: If the base word is *lonely* and we add *ness* to the end, how would you spell it?
- Student: *loneliness*
- Teacher: What does *loneliness* mean?
- Student: the state of being lonely.
- Use the Word Matrix with the words: *stormy, dreamy, purposeful, thankful, beautiful, silly, careless*



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## Foundational Literacy Skills

### Foundational Skills

#### Beginning

Provide students with a list of words with the affixes *-ness*, *-y*, and *-ful*. Have students circle the affix in each word and echo read it after you. Then have students discuss the meaning of the words in pairs using the sentence stem: The word \_\_\_\_ means \_\_\_\_.

#### Intermediate

Provide students with a list of words with the affixes *-ness*, *-y*, and *-ful*. In pairs, have students discuss each word using the sentence stem: The word \_\_\_\_ has the affix \_\_\_\_ so it means \_\_\_\_.

#### Advanced/ Advanced High

Challenge students to write sentences using words with the affixes *-ness*, *-y*, and *-ful*. Have students read their sentences aloud to a partner and have their partner identify the words with affixes.

**ELPS 3.C; ELPS 3.A;  
ELPS 4.A; ELPS 5.C**

## Activity Page 10.1



### PRACTICE WITH AFFIXES (5 MIN.)

- Have students turn to Activity Page 10.1
- Explain to students that they will read each sentence and add an affix to each word in bold to create a new word that answers the question. Students will write the new word and circle the affix.
- Direct students to complete responses in cursive. Provide immediate and corrective feedback such as, “Your cursive ‘s’ is improving, but remember to keep the curves consistent in size and shape throughout.”
- Ask students to read “Alexa’s Music Lesson.” Tell students to find and circle words with an affix.



### Activity Page 10.1: Build a Word

Collect Activity Page 10.1 to assess students’ understanding of affixes. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

## Lesson 10: Introduce Affixes *–ness*, *–y*, and *–ful*

# Reading



**Primary Focus:** Students will continue reading Chapter 3 of *Sam’s Musical Journey* and will listen actively to answer and discuss questions about the text.

### TEKS 3.1.A

Students will read and spell words with suffixes that change the base word by changing ‘y’ to ‘i.’ **TEKS 3.2.A.vi**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

Students will identify the meaning of and use words with the *–ness*, *–y*, and *–ful* affixes. **TEKS 3.3.C**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping ‘e,’ changing ‘y’ to ‘i,’ and doubling final consonants; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, –ness, –y, and –ful.

## READ SAM'S MUSICAL JOURNEY (7 MIN.)

- Explain that today, students will continue to read in their Reader, *Sam's Musical Journey*.
- Guide the class in reading *Sam's Musical Journey*, pages 47–52. Students will be reading part of Chapter 3.
- Preview the following vocabulary words that students will encounter in this section of the Reader by having students decode the words in isolation prior to reading them in the text.

**classic, adj.**, something that is respected as the best of its kind and can stand the test of time

Example: That song from my grandparent's generation is considered a classic.

### **impact**

**1. n.**, an impression or effect made on someone

Example: My mother always says that her high school biology teacher made such an impression on her that she decided to become a doctor.

**2. n.**, a forceful strike or collision by one object into another

Example: Jana's bike made such an impact into the steps that it bent her front wheel.

**inconvenient, adj.**, something that makes things difficult or causes a minor problem

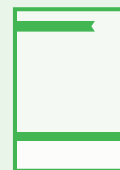
Example: The construction on the highway was something that causes trouble or makes things difficult for the travelers.

**masterpiece, n.**, a well-executed work of art

Example: The song was a true masterpiece that captured the attention of the audience.

- Conduct a brief discussion about the different words in the chart. The multiple meanings of the word *impact* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thinking.

## Reader



Pages 47–52

**Vocabulary Chart for “Sam’s Grand Performance”**

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	masterpiece classic	inconvenient	
Multiple-Meaning Words		impact	
Sayings and Phrases			

- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation. On page 47, take the sentence, “Sam knew he wanted to make an *impact* at the show.” Talk about how the word *impact* is a bolded word. While reading try emphasizing that word. How does that change the expression of what you read? (*It makes the word stand out.*)
- Then, assign students to read pages 47–52 aloud, either with a partner or independently.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about appropriate rate, pausing for punctuation, mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
  1. **Literal:** How did Sam feel when he found out he would be performing in the talent show? (*He was full of joy.*)
  2. **Literal:** What can the reader infer about Mrs. Anderson based on these sentences from the text? “Mrs. Anderson knew that choosing the right song was crucial. She wanted it to be an immediate hit for the crowd.” (*The reader can infer that Mrs. Anderson was going to try to choose the best song for Sam, so he could win the contest.*)
  3. **Evaluative:** What evidence from the text supports the idea that Sam was determined to do his best? (*He practiced every day and could tell he was making improvements.*)

- Ensure students draw evidence from the text to support their responses by asking questions such as the following:
  - I think Sam felt...
  - The reader can infer that...
  - The text shows how Sam...
- To extend student responses, use the following prompts:
  - *What information in the text helped you answer the question?*
  - *Where did you find information in the text to support your answer?*
  - *What clues in the text helped you know the answer to that question?*

### WRAP UP (5 MIN.)

- Display the sentence, “His heart drummed in his chest.”
- Ask students to write a response: What is the most likely reason the author uses this language to describe Sam? (The author wants the reader to understand how nervous and excited Sam was about the talent show.)
- Ask students to revise this sentence from the story to add additional imagery: “His heart drummed in his chest.” (Example: “His heart drummed in his chest a million miles a minute.”)

End Lesson



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### Reading

#### Reading/Viewing Closely

#### Beginning

In small groups, retell the events in the chapter using the pictures in the chapter for support. Provide sentence stems such as: First, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.

#### Intermediate

In pairs, retell how Sam prepared for the talent show. Provide a sequence graphic organizer and have students put the steps in order using evidence from the text. Have students share their understanding of the events with a partner using sentence frames.

#### Advanced/ Advanced High

In pairs, retell the events in the chapter and then discuss what might have happened if the crowd did not like the piece Sam chose to play. How might Sam have felt? Why would he feel that way? Provide sentence stems such as: I think Sam might have felt \_\_\_\_\_ because \_\_\_\_\_.

**ELPS 4.G; ELPS 3.E**

## 11

## REVIEW

## Affixes


## PRIMARY FOCUS OF LESSON

## Foundational Skills


Students will read and spell words with prefixes.

 **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D**

Students will read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and changing the base word by doubling final


 consonants. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

Students will work collaboratively with a partner to identify the meaning of and

 use words with the *im-*, *in-*, *pre-*, *-ness*, *-y*, *-ful* affixes. **TEKS 3.1.D; TEKS 3.3.C**

## Reading

Students will follow, restate, and give oral instructions that involve a series of

 related sequences of events for partner reading. **TEKS 3.1.B**

 Students will read words with prefixes. **TEKS 3.2.A.v**

Students will read words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and changing the base word by doubling final consonants.

 **TEKS 3.2.A.vi**


Students will read aloud with appropriate accuracy, rate, and


 expression. **TEKS 3.1.C; TEKS 3.4**


## FORMATIVE ASSESSMENT


## Activity Page 11.1

## Make Words with Affixes

 **TEKS 3.2.A.v; TEKS 3.2.A.vi;**

 **TEKS 3.2.B.vi; TEKS 3.2.D**

 **TEKS 3.2.B.vii; TEKS 3.3.C**

 **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Affixes	Whole Group	5 min.	<input type="checkbox"/> Word Matrix (Digital Component 9.1 or TR 9.1) <input type="checkbox"/> Word Matrix (Digital Component 10.1 or TR 10.1)
Make Words with Affixes	Whole Group	10 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Partner Read <i>Sam's Musical Journey</i>	Whole Group	15 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 43– 47) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> Grade 3 Fluency Record <input type="checkbox"/> Partner Reading Feedback (Digital Component 7.1)



## Foundational Literacy Skills

## Foundational Skills

## Beginning

Provide students with a list of words with the affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, *-ful*. In small groups, have students circle the affix in each word and echo read it after you.

Ask students to identify the affix in each word and explain what it means using sentence frames such as: The word \_\_\_\_\_ has the affix \_\_\_\_\_. It means \_\_\_\_\_.

## Intermediate

Provide students with a list of words with the affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, *-ful*. In pairs, have students discuss each word and then use each word in a sentence using the sentence stem: The word \_\_\_\_\_ has the affix \_\_\_\_\_. Because it has the affix \_\_\_\_\_, it means \_\_\_\_\_.

## Advanced/Advanced High

Have students create a set of word cards with words with affixes. With a partner, hold up a word card and ask what the affix is and what the word means. Have students continue until all word cards have been used.

**ELPS 3.C; ELPS 3.A;**  
**ELPS 4.A; ELPS 5.C**

## ADVANCE PREPARATION

## Foundational Skills

- Gather enough sticky notes for each student.
- Display Word Matrix (TR 9.1–10.1.)
- Create an enlarged versions of the Word Matrix to display, or prepare to display the digital versions.

## ➤ Digital Component 9.1

## ➤ Digital Component 10.1

- Gather Grade 3 Fluency Record.
- Gather Partner Reading Feedback.

## ➤ Digital Component 7.1

## Universal Access

- Word list for EB student support: *incorrect*, *bumpy*, *happiness*, *preschool*, *inable*, *sweaty*, *darkness*, *illness*, *preseason*, *incomplete*, *wavy*.
- Choose intentional reading partners by considering reading and language levels.
- Prepare a list of words with the affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, *-ful*.
- Prepare a short passage from the Reader for students to time themselves as they read aloud.

Start Lesson

## Lesson 11: Review Affixes

## Foundational Skills

15M

**Primary Focus:** Students will read and spell words with prefixes.

➤ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D**

Students will read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and changing the base word by doubling final

➤ consonants. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

Students will work collaboratively with a partner to identify the meaning of and

➤ use words with the *im-*, *in-*, *pre-*, *-ness*, *-y*, *-ful* affixes. **TEKS 3.1.D; TEKS 3.3.C**

➤ **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not.; non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (vi) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

## MAKE WORDS WITH AFFIXES (10 MIN.)

- Tell students: In the last lesson, we learned about affixes. Give me a thumbs up if the affix *-ness* means being or state of being.
- Have students turn to Activity Page 11.1. Partner students to collaborate on completing the activity page.
- Read the directions to students: Listen to each word. Repeat the word. Write the word on the line next to the number. Write a sentence using that word correctly. Write neatly in cursive, and remember to use correct capitalization and punctuation.
- Say *impossible, predetermined, weakness, justify, distasteful, incomplete*.
- Ask students to write a sentence using each word.
- Remind students to write in cursive using the correct letter formation. Demonstrate the correct way to hold a pencil while writing in cursive. Model connecting the letters within a word without lifting the pencil. Monitor student writing and provide feedback on connecting letters. Offer feedback such as:
  - “Ensure that your letters are properly spaced and don’t run into each other.”
  - “I’ve noticed improvement in the fluidity of your cursive writing. Your letters are starting to flow more smoothly together, enhancing the overall appearance of your handwriting.”
  - “Your cursive handwriting is developing nicely, demonstrating a good balance between speed and legibility.”



### Activity Page 11.1: Make Words with Affixes

Collect Activity Page 11.1 to assess students' ability to read and spell words with affixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Activity Page 11.1



### Challenge

Have students write a short paragraph describing Sam's character traits and how he's changed in the text from the beginning up until Chapter 2. Include two to five words with affixes.

## Lesson 11: Review Affixes

# Reading

15M

**Primary Focus:** Students will follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading. **TEKS 3.1.B**

**TEKS 3.2.A.v** Students will read words with prefixes.

Students will read words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and changing the base word by doubling final consonants.

**TEKS 3.2.A.vi**

Students will read aloud with appropriate accuracy, rate, and expression. **TEKS 3.1.C; TEKS 3.4**

### PARTNER READ SAM'S MUSICAL JOURNEY

- Tell students that today's reading will be focused on fluency. Remind students that fluency includes rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Tell students that today they will work with a partner to focus on fluency. Pair students with intentional reading partners based on summative and formative assessment data.
- Explain that today students will partner read pages 43–47 of *Sam's Musical Journey*. Students will be reading part of Chapter 3.
- Invite students to recall what happened in that section of *Sam's Musical Journey*. Encourage students to use the sentence stems: "I remember...I noticed...I wonder..."
- Preview the following vocabulary words that students will encounter in this section of the Reader by having students decode the words in isolation prior to reading them in the text.

**indecisive, adj.,** not being able to decide something quickly

Example: The group looked at all the restaurant choices and were indecisive on where to eat dinner.

**insecure, n.,** unsure of yourself or not confident

Example: The girl was insecure about the dress she chose to wear to the dance.

#### Reader



Pages 43–47

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for “Sam’s Grand Performance”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		insecure indecisive	
Multiple-Meaning Words			
Sayings and Phrases			

- Emphasize that today as students read they should focus on phrasing and intonation as they read.
- Model partner reading with a focus on expression with a student volunteer, alternating reading sentences and helping each other as needed.
- Model giving your reading partner feedback, using the sentence stems on Partner Reading Feedback. (Digital Component 7.1)
- Ask: How would you describe how smoothly I read? How did my reading convey meaning? (*Example: You slowed down to show that the characters were getting serious and focused.*)
- Instruct students to turn to their partner and begin reading. Tell students to read three sentences at a time before switching to the other partner. As students finish, have them ask each other the following question:
- Direct students to alternate reading sentences until the end of page 47.
- Today, students will follow these Partner Reading routines:
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about reading phrases. Use the stems provided such as, “Nice job reading the words in phrases!”



## Reading

### Beginning

Have students work with a partner, taking turns reading the text. Prompt them to pause and self-correct if they miss a word. Provide sentence frames: I think it says \_\_\_\_\_. or, Let me try to read that word one more time.

### Intermediate

Pair students, and have them write sentences from the Reader on sentence strips. Have them mix them up and work collaboratively with a partner to discuss and arrange the sentences, taking turns reading and confirming the correct order together. Provide a sentence frame: I think this sentence goes \_\_\_\_\_ because \_\_\_\_\_.

### Advanced/Advanced High

Select a short passage from the Reader and have students time themselves as they read aloud. Have them aim for a specific rate (e.g., words per minute) while maintaining comprehension and accuracy. Have students reflect on what was challenging and explain their strategies for maintaining comprehension and accuracy. Provide sentence stems: During the timed reading, I focused on \_\_\_\_\_. To maintain accuracy and comprehension, I \_\_\_\_\_.

### ELPS 1.B

- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.
- After several minutes, have students evaluate each other's reading by giving each other positive feedback. Point out the sentence stems on Partner Reading Feedback (Digital Component 7.1). Listen for effective student feedback. For example:
  - Your pacing was great because it let the story flow but was not too fast to understand.
  - I noticed that you read smoothly because you read the words in phrases.
  - I noticed that when you come across a new word, you take a moment to sound it out before continuing.



## Check for Understanding

As you observe partner reading, note students who need additional support with fluency, including accuracy, rate, and prosody. Consider pulling these students to better assess and address fluency gaps.

End Lesson



## 12

## INTRODUCE

## Idioms

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- Students will identify, use, and explain the meaning of idioms using the conventions of English to communicate ideas effectively. **TEKS 3.1.C; TEKS 3.3.D**

## Reading

- Students will finish reading Chapter 3 of *Sam's Musical Journey* and will answer and discuss questions about the text. **TEKS 3.1.A**

- Students will identify, use, and explain the meaning of idioms. **TEKS 3.2.D; TEKS 3.3.D**

- Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 12.2

## Idiom Match

- TEKS 3.2.D; TEKS 3.3.D**

- TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate these ideas effectively; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving spaces between words; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Idioms	Whole Group	10 min.	❑ Activity Page 12.1
Create Idiom Illustrations	Whole Group or Small Group	5 min.	❑ blank paper ❑ colored pencils or markers
<b>Reading</b>			
Read <i>Sam's Musical Journey</i>	Whole Group	10 min.	❑ <i>Sam's Musical Journey</i> (pp. 54–62) ❑ Anecdotal Reading Record
Practice with Idiom Match	Independent	5 min.	❑ Activity Page 12.2 ❑ Grade 3 Foundational Skills Record
<b>Take-Home Material</b>			
Drawing and Writing Idioms			❑ Activity Page 12.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare locally approved resources for students to use when they create their idiom illustrations.
- Prepare a list of other optional idioms students can pick from to complete their illustrations: *'green thumb'*, *'break a leg'*, *'beat around the bush'*, *'see eye to eye'*, *'by the skin of your teeth'*, *'every cloud has a silver lining'*.

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark the places idioms are used in the reading.

### Universal Access

- Allow students to create their idiom illustrations in diverse media types. Students can use locally approved resources to create their illustrations.
- Prepare a word bank of feeling words: *sad, happy, relieved, nervous, proud, scared, angry*.

Start Lesson

## Lesson 12: Introduce Idioms

# Foundational Skills


15M

**Primary Focus:** Students will identify, use, and explain the meaning of idioms using the conventions of English to communicate ideas

 effectively. **TEKS 3.3.D, TEKS 3.1.C**

### INTRODUCE IDIOMS (5 MIN.)

- Tell students in the last lesson, we learned about how to spell words with prefixes. Turn to a partner, and discuss what you remember about this lesson.
- Give each student a sticky note, and ask them to write one or two sentences to explain what they have learned about affixes.
- Ask students to share their responses to their turn and talk partner and together add a few examples of words with affixes. Call on individual students to share what they wrote.
- Explain to students that today they will be learning about idioms. Ask students to turn to Activity Page 12.1.

 **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

### Activity Page 12.1





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Share additional examples of commonly used idioms, drawing a picture on the board to better support the meaning behind each. Use the idioms in a sentence to provide additional context. In pairs, ask students to retell what the idiom means using sentence frames such as: The idiom \_\_\_\_\_ means \_\_\_\_\_.

#### Intermediate

Share additional examples of idioms and discuss the meaning of each. Have students use each example in a sentence with a partner. Then have students illustrate a picture of their sentence. Have students show their pictures of the idioms to another partner pair and invite the pair to guess the idiom in the drawing. Encourage students to discuss the drawing and share if their guess was correct.

#### Advanced/ Advanced High

Encourage students to think of and write their own idioms. Have students read their idioms aloud to a partner and discuss their meanings using sentence frames such as: I think the idiom \_\_\_\_\_ means \_\_\_\_\_ because \_\_\_\_\_.

**ELPS 4.F; ELPS 2.E;  
ELPS 3.D; ELPS 4.E**

- Invite volunteers to read aloud each of the sentences on the left side of the page.
- Ask students to identify any expressions they have heard before and what it might mean. Allow students to turn and talk to discuss one expression they have heard before. Remind students to communicate effectively to their turn and talk partner by making statements in complete sentences.
- Explain that expressions like these are called *idioms*. *Idioms* are phrases or expressions that have a figurative meaning different from the literal meaning of the words.
- Ask students to answer the following questions with their turn and talk partner: What is the most likely reason authors use figurative language? How does the use of idioms make someone's writing more interesting or creative? (*Authors use idioms to add description or humor to their writing. These expressions create imagery that can be fun and make writing interesting.*)
- Direct students to work in small groups to match the idiomatic expression with its meaning. Remind students that when they are working together, they should speak clearly about the topic, give their partner eye contact, and speak in a manner in which their partner will understand including: how slow or fast they speak (their rate), how loud or soft they speak (their volume), how they clearly they speak (enunciation).
- Ask students to choose their favorite idioms from the list above and draw illustrations of those in the boxes.
- Facilitate a discussion about why someone might choose to use a figurative idiom rather than literal language. (*Idioms are fun; they allow us to express ourselves in different ways. They can reveal something about our culture. Idioms can help us talk about sensitive topics with gentler language. They use exaggeration to emphasize a point.*)

### CREATE IDIOM ILLUSTRATIONS: EXTENSION (5 MIN.)

- Distribute a sheet of blank paper and markers or colored pencils to each student.
- Direct students to choose an idiom from Activity Page 12.1, or choose from the bank listed on the board.
- Direct students to fold the paper in half widthwise to create a crease down the middle. Have students write their idiom across the length of the paper.
- Have students create an illustration that represents the literal meaning of the idiom they chose on the left side of the paper. Have students create an illustration or write an explanation that represents the figurative meaning of the idiom on the right side of the paper.

- Model this process as necessary. For example, for the idiom “Get your ducks in a row,” you would draw several ducks in an orderly line on the left side. On the right side, you might draw a picture of a neatly ordered to-do list. Add an explanation of the figurative meaning modeling for students how to write in complete sentences using descriptive language to accurately reflect the figurative meaning.

### Challenge

As a class, with adult supervision, find an online video that accurately teaches about idioms in an age-appropriate way for the class. Encourage students to explain why the video about idioms was a good video to show the class. Could the video have added anything else to teach about idioms?



### Check for Understanding

Evaluate idiom illustrations to monitor students’ understanding of the literal and figurative meanings of common idiomatic expressions.

## Lesson 12: Introduce Idioms

# Reading

15M

**Primary Focus:** Students will finish reading Chapter 3 of *Sam’s Musical Journey*

and will answer and discuss questions about the text. **TEKS 3.1.A**

Students will identify, use, and explain the meaning of idioms.

**TEKS 3.2.D; TEKS 3.3.D**

Students will use context to determine the meaning of unfamiliar words and

multiple-meaning words. **TEKS 3.3.B**

### READ SAM’S MUSICAL JOURNEY (10 MIN.)

- Ask students to turn to their turn and talk partner to summarize what they have read so far in *Sam’s Musical Journey*. Encourage students to sequence their retell using sentence starters such as “Meanwhile... Ultimately... Finally... Afterward...”
- Ask students to make a prediction about what will happen next. Prompt students to utilize the sentence stem: I think \_\_\_\_ because \_\_\_\_.
- Explain that today students will read the end of *Sam’s Musical Journey*, pages 54–62.
- Preview the following vocabulary words that students will encounter in this section of the Reader by having students read aloud the word, part of speech, and definition. Use the word in a sentence to give additional context.

**anticipation, adj.,** excited about something that is going to happen in the future

Example: The students were full of anticipation as they waited for the bell to ring.

### Reader



Page 54–62

## stage

**1. n.,** a platform in a theater, auditorium, or other building where performances are held

Example: We watched the orchestra perform a spring concert on the large stage in the auditorium.

**2. v.,** to set up, arrange, or produce something, such as a show or exhibit

Example: Our science fair projects were so amazing that the principal decided to stage them all in the cafeteria for the other grades to view.

## Sayings and Phrases

**Butterflies in my stomach** is a saying that people use when they feel nervous or excited.

Example: He had butterflies in his stomach when the curtain opened.

**Heart skipped a beat** is a saying that means to suddenly feel very surprised, excited, or nervous.

Example: Her heart skipped a beat when she saw her best friend since she moved away.

- Conduct a brief discussion about the different words and phrases in the chart including the meanings of the sayings “butterflies in my stomach” and “heart skipped a beat.” The multiple meanings of the word *stage* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for “Sam’s Grand Performance”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		anticipation	
Multiple-Meaning Words		stage	
Sayings and Phrases	butterflies in my stomach heart skipped a beat		

- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.



## Reading

### Reading/Viewing Closely

#### Beginning

Provide students with a word bank of feeling words: sad, happy, relieved, nervous, proud, scared, angry. Ask students to use those words in a sentence using the stem: Sam most likely felt \_\_\_\_ at the end of his performance because \_\_\_\_.

#### Intermediate

Ask students to think of words to describe how Sam felt after his performance. Ask students to discuss with a partner using those words in a sentence. Provide sentence stems such as: Sam most likely felt \_\_\_\_ at the end of his performance because \_\_\_\_.

#### Advanced/ Advanced High

Ask students to turn to a partner to discuss how Sam felt at the end of his performance. Ask students to use text evidence to support their answer. Then have students write a sentence about how Sam felt and read it to their partner.

**ELPS 4.G; ELPS 3.C**

- Then, assign students to read pages 54–62 aloud, either with a partner or independently.
- Direct students to pay particular attention to when the author has included an idiom to make the story more descriptive.
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about appropriate rate, pausing for punctuation, mispronunciation, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal:** What happened when Sam finished the performance? (*Sam played his final notes, and there was a moment of silence. Suddenly, the audience erupted with noise. Everyone clapped and cheered.*)
  2. **Inferential:** What is the most likely reason the author uses figurative language in the sentence, "Anticipation washed over him..." to describe Sam before the talent show? (*to show that we was excited about performing*)
  3. **Inferential:** What is the most likely reason the author uses the idiom "butterflies in my stomach" to describe how Sam was feeling? (*to describe Sam's feeling of nervousness, to help the reader understand how Sam was feeling*)
- Ensure students draw evidence from the text to support their responses by asking questions such as the following:
  - When Sam finished his performance...
  - The most likely reason the author uses figurative language is because...
  - The most likely reason the author uses the idiom is because...
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback regarding their rate and expression. Offer feedback to students such as:
  - "Remember to vary your reading speed depending on what's happening in the story. Use expression to make the characters' voices sound different."
  - "Pay close attention to the punctuation and use it to guide your expression."

## PRACTICE WITH IDIOM MATCH (5 MIN.)

- Ask students to turn to Activity Page 12.2. Read the directions.
- Clarify that students will read excerpts from the Reader, *Sam's Musical Journey*, and determine which idiom could be added into the text to retain the meaning. Students should choose idioms listed on Activity Page 12.1.
- Release students to begin. Direct students to write in cursive leaving space between words. Provide immediate and corrective feedback such as "I've noticed that your cursive letter 'o' tends to be slightly uneven in its formation. Try to make sure the top and bottom curves are symmetrical."



### Activity Page 12.2: Idiom Match

Collect and assess Activity Page 12.2 to determine students' ability to understand the meaning of idiomatic expressions and how to accurately use them. Note that responses may vary from the samples provided; accept any idioms that match the meaning of the excerpts. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

## Lesson 12: Idioms

# Take-Home Material

Have students take home Activity Page 12.3 for additional practice with this lesson's objectives.

## Activity Page 12.2



## Activity Page 12.3



## 13

## REVIEW

## Idioms

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will work together to identify and explain the meaning of  
idioms. **TEKS 3.1.D**

Students will identify, use, and explain the meaning of idioms. **TEKS 3.3.D**

## Reading

Students will identify, use, and explain the meaning of idioms.  
**TEKS 3.2.D; TEKS 3.3.D**

Students will read aloud with appropriate accuracy, rate, and expression.  
**TEKS 3.4**

## FORMATIVE ASSESSMENT

Activity Page 13.1

Using Idioms in Context

**TEKS 3.2.D; TEKS 3.3.D**

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Practice Idiom Meanings with Idiom Match	Whole Group	10 min.	<input type="checkbox"/> Activity Page 13.1 <input type="checkbox"/> Idiom Match Up Cards (TR 13.1)
<b>Reading</b>			
Choral Read <i>Sam's Musical Journey</i>	Whole Group	15 min.	<input type="checkbox"/> <i>Sam's Musical Journey</i> (pp. 54–62) <input type="checkbox"/> Anecdotal Reading Record
Idioms in Context	Independent	5 min.	<input type="checkbox"/> Activity Page 13.2 <input type="checkbox"/> Grade 3 Foundational Skills Record



EMERGENT  
BILINGUAL  
STUDENTS

## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Encourage students to build connections between the figurative meaning and literal meaning of idioms by asking questions. For example:

Why would someone say it's raining cats and dogs? How would it look if it was actually pouring down cats and dogs? (heavy raindrops falling, massive amounts of rain.) Provide sentence stems such as: If it was actually pouring down cats and dogs, \_\_\_\_\_.

#### Intermediate

In pairs, have students use a sentence stem to explain what each idiom means: "The idiom \_\_\_\_ means \_\_\_\_." Support students in identifying words within the idiom that can help them visualize the meaning.

#### Advanced/ Advanced High

Have students write their own sentences using idioms to express the meaning of the idiom. Then have students read their sentences aloud to a partner.

**ELPS 4.F; ELPS 2.G**

### Activity Page 13.1



## ADVANCE PREPARATION

### Foundational Skills

- Prepare Idiom Match Up Cards (TR 13.1).
- Choose partners strategically to enhance student support.

### Reading

- Preview the section of the Reader that will be read during this lesson. With a sticky note, mark the idiom in this passage, "butterflies in my stomach."

### Universal Access

- Gather visuals to explain idioms and reinforce the understanding between the literal and figurative meanings in each expression.
- Prepare a word bank of the possible idioms.
- For Activity Page 13.2, provide word bank for Emergent Bilingual Student support: *break a leg, letting the cat out of the bag, working against the clock, stuck in between a rock and a hard place, it's raining cats and dogs.*

Start Lesson

### Lesson 13: Review Idioms

# Foundational Skills

15M

**Primary Focus:** Students will work together to identify and explain the meaning of idioms. **TEKS 3.1.D**

**Students will identify, use, and explain the meaning of idioms. TEKS 3.3.D**

## PRACTICE IDIOMS IN CONTEXT (10 MIN.)

- Tell students you are going to review what they know about idioms by doing a class "brain dump." Set a timer for 20 seconds, and ask students to quietly think of everything they know about idioms. Then, set the timer for 1 minute. Call on students to share what they remember as you write the ideas on the board. Remind students to speak at an appropriate rate and volume when they share. Read the "brain dump" to the class.
- Tell students that today they will learn new idioms.
- Display Activity Page 13.1, Idioms in Context, for students to see.

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Read the directions: Read the idioms provided in the bank. Use the idioms to fill in the blank spaces in the paragraph. Be sure to use your best cursive, leaving spaces between words. Once you have filled in the blanks, read the completed paragraph to ensure it makes sense and is correct.
- Read each idiom in the word bank: *Break a leg!*, *under the weather*, *It's raining cats and dogs out there*, *it became a race against the clock*.
- Model reading the first two sentences and guiding students to choose the correct idiom.
- Read: The day began with huge raindrops falling from the sky. It began to rain harder and harder, so my dad said, "It's raining cats and dogs out there." My mom became nervous about the weather, so she began packing our umbrellas and raincoats.
- Allow the students to work in partners to finish the activity.
- Circulate and monitor, provide feedback on using choosing the correct idiom.
- Hand out Idiom Match Up Cards (TR 13.1) Students can work with a small group to match idioms with the correct phrases. Encourage students to practice oral language skills by working together to identify the idiom matching cards. Discuss an idiom that they can relate to and talk about why.



### Check for Understanding

Observe students as they play Idiom Match Up to assess students' understanding of the literal and figurative meanings of common idiomatic expressions.

## Lesson 13: Review Idioms

# Reading




**Primary Focus:** Students will identify, use, and explain the meaning of idioms.

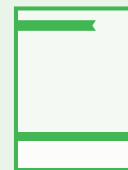
 **TEKS 3.2.D; TEKS 3.3.D**

Students will read aloud with appropriate accuracy, rate, and expression.

 **TEKS 3.4**

 **TEKS 3.2.D** The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. **TEKS 3.3.D** The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. **TEKS 3.4.A** The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Reader



Page 54–62



## Foundational Skills

### Speaking and Listening Activity

#### Beginning

Before students work on Activity 13.2, provide a word bank of the possible idioms. Read each idiom, use the word in a sentence, and draw an illustration of the meaning.

Ask students to restate the literal meaning of the idiom. Provide sentence stems such as: The idiom \_\_\_\_\_ means \_\_\_\_\_.

#### Intermediate

Before students work on Activity 13.2, provide a word bank of possible idioms. Ask students to work with a partner to discuss the literal meaning of each idiom using sentence stems such as: I think the idiom \_\_\_\_\_ means \_\_\_\_\_ because \_\_\_\_\_. Use the idioms in a sentence for additional context, if needed.

#### Advanced/ Advanced High

Have students work individually to complete Idioms in Context. Ask students to read their responses to a partner. Direct students to ask for support if needed.

**ELPS 2.D; ELPS 1.E;  
ELPS 3.D; ELPS 5.B**

## CHORAL READ SAM'S MUSICAL JOURNEY (10 MIN.)

- Ask students to retell the events of the Sam's Musical Journey with their turn and talk partner. Encourage students to use the sentence stems: I remember...I notice...I wonder...
- Call on individual students to retell the events in a logical order using "First . . . Next . . . Then . . ."
- Explain that today students will reread the end of Chapter 3 of their Reader, *Sam's Musical Journey*, pages 54–62
- Tell students that today's reading will be focused on fluency, which is rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Tell students today they will focus on reading with phrasing and intonation to convey meaning.
- Direct students to the passage beginning with "Anticipation washed over. . ." on page 54, and read the remainder of the page.
- Point out the use of an idiom in this passage, "butterflies in my stomach." Ask students how Sam must be feeling if he has "butterflies in his stomach" (nervous). As you read this portion, read as if you were Sam and you were feeling nervous.
- Ask: How would you describe the tone that I used to read this dialogue? (*nervous*)
- Ask students to read the passage with their turn and talk partner.
- Ask: How does the language in this section contribute to the voice that can be described as being anxious or nervous? (*Sam had a nervous smile, butterflies in my stomach, anticipation washed over me, etc.*)
- Direct students to reread the passage a second time with their partner. Before reading, ask students to describe Mrs. Anderson's response to Sam at this point in the chapter? (calm, reassuring, comforting). Task students with reading in this voice when Mrs. Anderson is speaking to Sam.
- Read the passage aloud, and model fluent reading for the students, using intonation and expression.
- Ask: How would you describe the tone that I used to read this dialogue? (*comforting, encouraging, reassuring*)
- Ask: How does the language in this section contribute to the voice that can be described as calm and encouraging? (*The author gives Sam a pep talk.*)

- Ask students to independently read the section. Circulate, listen in, and provide corrective feedback regarding intonation. Make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about intonation, mispronunciation, self-correction, pacing, transposition of words, and expression.
- Direct students to read page 58.
- As you read the passage aloud, skip over or mispronounce a few words.
- Ask students to identify which words were skipped or mispronounced.
- Ask: Which aspect of fluency would I need to work on: rate (appropriate pace), accuracy (reading words correctly), or prosody (using phrasing and intonation to convey meaning)? (*accuracy*)
- Reread the passage a second time, and have all students read chorally with you.
- After Chapter 3, have students retell the events of the chapter. (*For example: Sam finally performed at the talent show. Although he felt nervous, everyone enjoyed his performance.*)

### PRACTICE USING IDIOMS (5 MIN.)

- Ask students to turn to their reader.
- Read the directions on Activity Page 13.2 to students: In each sentence below, use context clues to determine the meaning of the underlined idiom. Write the explanation on the blank line.
- Monitor and provide individual feedback to students on the literal meaning of idioms.

### Activity Page 13.2



### Activity Page 13.2: Idioms in Context

Collect and assess Activity Page 13.2 to determine students' ability to understand the meaning of idiomatic expressions and how to accurately use them. Note that responses may vary from the samples provided; accept any idioms that match the meaning of the excerpts. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

## 14

# Fluency Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will develop social communication while playing a game and practicing reading and spelling skills. **TEKS 3.1.E**

Students will read and spell multisyllabic words with the sound-spelling patterns *igh* and *ough*. **TEKS 3.2.A.i; TEKS 3.2.B.iv**

Students will read and spell multisyllabic words with final stable syllables. **TEKS 3.2.A.ii; TEKS 3.2.B.i**

Students will read and spell abbreviations. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will read and spell compound words. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will spell multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.B.iv**

Students will read and spell words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi**

Students will read and spell words with suffixes that change the base word by dropping final 'e' and changing 'y' to 'i'. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

Students will identify the meaning of and use words with the *im-* (into), *in-* (not, non), and *pre-*, *-ness*, *-y*, and *-ful*, affixes. **TEKS 3.3.C**

Students will identify, use, and explain the meaning of idioms. **TEKS 3.3.D**

Students will self-select a text and read independently for a sustained period of time. **TEKS 3.5**

### Reading

Students will read aloud with appropriate accuracy, rate, and expression. **TEKS 3.1.C; TEKS 3.4**

## FORMATIVE ASSESSMENT


Activity Pages 14.1, 14.2

Fluency Assessment

**TEKS 3.4**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Play Swim to the Finish Game	Small Group	20 min.	<input type="checkbox"/> Swim to the Finish Board Game (TR 14.1) <input type="checkbox"/> Swim to the Finish Word Cards (TR 14.2)
Self-Sustained Reading	Independent	10 min.	<input type="checkbox"/> recreational reading option <input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.4)
<b>Reading</b>			
Fluency Assessment	Individual	30 min. (concurrent with Foundational Skills activities)	<input type="checkbox"/> Activity Pages 14.1, 14.2 <input type="checkbox"/> Unit 10 W.C.P.M. Calculation Sheet (TR 14.3) <input type="checkbox"/> Grade 3 End-of-Year Summary <input type="checkbox"/> stopwatch or clock

 **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) spelling words using knowledge of prefixes; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.

## ADVANCE PREPARATION

### Note to Teacher

Today, the students will begin the multi-part Assessment. In the first part, you will work one-on-one with students to complete the Fluency Assessment. Students will engage in a review activity while awaiting their turn for the assessment. Remind students to use a whisper voice, since testing will be taking place concurrently with other activities.

You will most likely need more than one day to test each student; you may plan on using time during the following lesson to complete the Fluency Assessment.

The second part of the assessment takes place in the next lesson. It is a reading and spelling exercise targeting each of the skills taught in Unit 10.

### Foundational Skills

- Prepare student groups to play Swim to the Finish (TR 14.1).
- Create a set of cards for each group of students from the Swim to the Finish Word Cards (TR 14.2).
- Make one copy of the board game page for each group of students.

### Reading

- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Make copies for students of the Self-Sustained Reading Tracker (TR 14.4) so students can record their reading progress.

### Universal Access

- Differentiate the degree of difficulty by preparing different sets of word cards based on student mastery of unit skills.
- For Emergent Bilingual Students, prepare choices of audiobooks for silent reading. Prepare reading response activities for students to use to interact with the text.



## Lesson 14: Fluency Assessment

## Foundational Skills



**Primary Focus:** Students will develop social communication while playing a game and practicing reading and spelling skills. **TEKS 3.1.E**

Students will read and spell multisyllabic words with the sound-spelling patterns *igh* and *ough*. **TEKS 3.2.A.i; TEKS 3.2.B.iv**

Students will read and spell multisyllabic words with final stable syllables. **TEKS 3.2.A.ii; TEKS 3.2.B.i**

Students will read and spell abbreviations. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will read and spell compound words. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will spell multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.B.iv**

Students will read and spell words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi**

Students will read and spell words with suffixes that change the base word by dropping final 'e' and changing 'y' to 'i'. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

Students will identify the meaning of and use words with the *im-* (into), *in-* (not, non), and *pre-*, *-ness*, *-y*, and *-ful*, affixes. **TEKS 3.3.C**

Students will identify, use, and explain the meaning of idioms. **TEKS 3.3.D**

Students will self-select a text and read independently for a sustained period of time. **TEKS 3.5**

## SWIM TO THE FINISH (20 MIN.)

- Tell students: In the last lesson, we learned about the meanings of idioms. Turn to a partner, and discuss one idiom you remember learning about.
- Move students into groups. Give each pair a copy of the Swim to the Finish Game Board (TR 14.1) and a set of Swim to the Finish Word Cards. (TR 14.2)

**TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) spelling words using knowledge of prefixes; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time;



## Reading

### Reading

#### Beginning

For silent reading, have students listen to an audio book while following along with the text.

#### Intermediate

While silently reading, have students keep a reading log or journal where they reflect on what they have read. Provide a sentence frame: In the text, I learned that \_\_\_\_\_. Have students read their sentences aloud to a partner.

#### Advanced/ Advanced High

Have students engage in reading response activities that encourage them to interact with the text. This includes retelling what they have read to a partner or drawing a favorite scene.

**ELPS 1.E; ELPS 3.D;  
ELPS 5.B**

- Remind students to speak politely to their small group while playing Swim to the Finish.
- Review the game instructions:
  - Have each student write their name at the top of a column on the game board.
  - Place the word cards face down in a pile. Students will then take turns picking a card and reading the word on it.
  - If the student reads the word correctly, they will put a check mark in their swim lane.
  - The first person to reach the finish line is the winner.

### SELF-SUSTAINED READING (10 MIN.)

- Transition students to Self-Sustained Reading. Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for Self-Sustained Reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as breaking the text into smaller paragraphs and taking short breaks between chunks.



### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended. Students should record their reading progress on the Self-Sustained Reading Tracker (TR 14.4).



**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.

## Lesson 14: Fluency Assessment

# Reading



**Primary Focus:** Students will read aloud with appropriate accuracy, rate, and expression.



**TEKS 3.1.C; TEKS 3.4**

### FLUENCY ASSESSMENT

- You will work individually with each student and take a running record of their oral reading of a text. For this assessment, you will take a simple, easily calculated measure of the student's fluency by seeing how long it takes the student to read the text. Allow each student three minutes to read the text. Students with proficient fluency should be able to complete the text in this amount of time. Instruct students to complete the comprehension questions after reading the text.
- Have one student at a time come to a quiet assessment area to read "Rohan and Mittens" with you.
- Ask the student for Activity Page 14.1 (Unit 10 Fluency Assessment) and Activity Page 14.2 (Unit 10 Fluency Assessment Questions).
- Tell the student that you are going to ask them to read the text aloud.
- Explain that you are going to use a watch to see how long it takes them to read the text. Tell the student that this is not a race; they should read at their regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact start time on your record page in minutes and seconds.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate elapsed time.
- As the student reads the text, make a running record on the copy with the student's name using the following guidelines:

#### Activity Page 14.1



#### Activity Page 14.2



<b>Word Read Correctly</b>	No mark is required.
<b>Omissions</b>	Draw a long dash above the word omitted.
<b>Insertions</b>	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
<b>Words Read Incorrectly</b>	Write an 'X' above the word.
<b>Substitutions</b>	Write the substitution above the word.
<b>Self-Corrected Errors</b>	Replace original error mark with an 'SC.'
<b>Teacher-Supplied Words</b>	Write a 'T' above the word. (counts as an error)

- When the student finishes reading the text, write the exact finish time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the elapsed time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the text. (Three minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also, write down either the Finish Time or the Elapsed Time.
- Repeat this process for additional students.



### Activity Page 14.2: Fluency Assessment

If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the Unit 10 W.C.P.M. Calculation Sheet.

- To calculate a student's exact W.C.P.M. score, follow the described steps:
  - First, complete the Words section of the W.C.P.M. Calculation Sheet.
  - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where they stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole text, including the title, use 307 words as your total. If the student did not finish the text, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
  - Count the uncorrected mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time they lost making the correction, but not for the initial mistake.)
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
  - Next, complete the Time section of the activity page.
  - Calculate elapsed time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
  - Divide Words Correct by Time in Seconds. Then, multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2017 for Spring of Grade 3 is 112 W.C.P.M.
  - A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (91 W.C.P.M) are experiencing serious problems in reading fluently.

- Compare the student's W.C.P.M. score to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2017):

<b>Reading Time for this Text</b>	<b>W.C.P.M.</b>	<b>National Percentiles for Spring, Grade 3</b>
2:35	166	90th
3:05	139	75th
4:05	112	50th
5:55	91	25th
8:00	63	10th

- After you have entered each student's scores on the W.C.P.M Calculation (TR 14.3) Sheet, record them on the Grade 3 End-of-Year Summary for each student.

~~~~~End Lesson~~~~~



## 15

# Reading and Spelling Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell multisyllabic words with the sound-spelling pattern *igh* and *ough*. **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

Students will read and spell multisyllabic words with final stable syllables *-ble*, *-tle*, *-gle*. **TEKS 3.2.A.ii; TEKS 3.2.B.i**

Students will read and spell compound words and abbreviations. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will read and spell words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi**

Students will read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and doubling final consonants. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

Students will read and spell multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.A.v; TEKS 3.2.B.vi**

Students will identify the meaning of and use words with the 'im-', 'in-', 'pre-', '-ness', '-y', and '-ful' affixes. **TEKS 3.3.C**

Students will identify, use, and explain the meaning of idioms. **TEKS 3.3.D**

### Reading


Students will self-select a text and read independently for a sustained period of time. **TEKS 3.5**




## FORMATIVE ASSESSMENT

### Activity Page 15.1


### Reading Assessment

 **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.iii;**


 **TEKS 3.2.A.v; TEKS 3.3.C**

### Activity Page 15.2

### Spelling Assessment

 **TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv;**

 **TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; (vi) spelling words using knowledge of prefixes; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** self-select text and read independently for a sustained period of time.

## LESSON AT A GLANCE

|                            | Grouping    | Time    | Materials                                                                                                                                                                                                                     |
|----------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b> |             |         |                                                                                                                                                                                                                               |
| Reading Assessment         | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 15.1<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> Reading Assessment Scoring and Analysis (TR 15.1)                                             |
| Spelling Assessment        | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 15.2<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> colored pencil<br><input type="checkbox"/> Spelling Assessment Scoring and Analysis (TR 15.2) |
| <b>Reading</b>             |             |         |                                                                                                                                                                                                                               |
| Self-Sustained Reading     | Independent | 10 min. | <input type="checkbox"/> Recreational reading options<br><input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.4)                                                                                                    |

## ADVANCE PREPARATION

### Note to Teacher

Today, you will complete the multipart Unit 10 Assessment. The reading and spelling portion of the assessment takes place during the first 20 minutes of this lesson. Once students have completed the assessment, they will have time for Self-Sustained Reading. Use time in this lesson to finish working with students who did not complete the Fluency Assessment in the previous lesson.

### Foundational Skills

- Provide colored pencils for students to use when checking and correcting their spelling on Activity Page 15.2.

### Reading

- Consider preparing games used in previous lessons in this unit for review to be available as an optional activity after assessments.
- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.

### Universal Access

- Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages.
- Prepare reading response activities for students to use to interact with the text.

## Lesson 15: Reading and Spelling Assessment

## Foundational Skills

20M

**Primary Focus:** Students will read and spell multisyllabic words with the sound-spelling pattern *igh* and *ough*. **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

Students will read and spell multisyllabic words with final stable syllables *-ble*, *-tle*, *-gle*. **TEKS 3.2.A.ii; TEKS 3.2.B.i**

Students will read and spell compound words and abbreviations. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will read and spell words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi**

Students will read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' and doubling final consonants.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii**

Students will spell multisyllabic words with multiple sound-spelling patterns.

**TEKS 3.2.A.v; TEKS 3.2.B.vi**

Students will identify the meaning of and use words with the *im-*, *in-*, *pre-*, *-ness*, *-y*, and *-ful* affixes. **TEKS 3.3.C**

Students will identify, use, and explain the meaning of idioms. **TEKS 3.3.D**

**READING ASSESSMENT (10 MIN.)**

- Tell students: In the last lesson, we read "Rohan and Mittens" during class. Turn to a partner, and share what you remember about this story.
- Have students open to Activity Page 15.1.
- Tell students that for each row, you will say one word. Tell students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (iii) spelling compound words, contractions, and abbreviations; (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

## Activity Page 15.1



|                                   |              |
|-----------------------------------|--------------|
| 1. neighbor                       | 6. impress   |
| 2. trouble                        | 7. insecure  |
| 3. coughing                       | 8. shininess |
| 4. Abbreviation for Missus (Mrs.) | 9. runny     |
| 5. rainbow                        | 10. careful  |

### SPELLING ASSESSMENT (10 MIN.)

- Have students open to Activity Page 15.2.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Direct students to complete their responses in cursive.
- Repeat this procedure with each of the remaining words.

|                                  |               |
|----------------------------------|---------------|
| 1. eighteen                      | 6. impossible |
| 2. bottle                        | 7. invisible  |
| 3. enough                        | 8. loneliness |
| 4. Mr. (abbreviation for Mister) | 9. gritty     |
| 5. something                     | 10. bountiful |

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: The student got in hot water for acting out in class. Slowly repeat the sentence twice.
- Direct students to underline the idiom in the sentence.
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence. Remind students of the importance of correcting their work and learning from any mistakes.

### Activity Page 15.2



### Challenge

Have students identify an incorrect answer and explain why it's incorrect.



## Activity Pages 15.1 and 15.2: Reading and Spelling Assessments

Collect and assess Activity Pages 15.1 and 15.2. Identify any patterns that are beginning to develop or are persistent among individual students. Record scores on the Grade 3 End-of-Year Summary for each student.

Use the Reading Assessment Scoring and Analysis (TR 15.1) and Spelling Assessment Scoring and Analysis (TR 15.2) to help determine and understand which phonemes and words students missed.

### Lesson 15: Reading and Spelling Assessment

# Reading



**Primary Focus:** Students will self-select a text and read independently for a sustained period of time. **TEKS 3.5**

#### SELF-SUSTAINED READING

- Transition students to Self-Sustained Reading.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for Self-Sustained Reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as allowing students to pick books based on their interests.
- Remind students to continue recording their reading progress on the Self-Sustained Reading Tracker (TR 14.4).

#### Challenge

Pair students with a buddy, and allow them to whisper read to each other to practice fluency.



#### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended using the Self-Sustained Reading Tracker.

End Lesson



**TEKS 3.5** The student is expected to self-select text and read independently for a sustained period of time.

# Pausing Point

This is the end of Unit 10. Analyze the results from the Unit 10 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend 1-2 days providing targeted acceleration in the specific areas of weakness. This is also a good time to expand the abilities of students who are able to go further and need a challenge. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

## PAUSING POINT TOPIC GUIDE

### More Help with Spelling Patterns

Targeted Dictation for *igh* and *ai* ..... Page 126

### More Help with Final Stable Syllables

Stable Syllable Baseball ..... Pages 126, 133

### More Help with Abbreviations

Abbreviation Match Cards ..... Pages 127, 144

Roll It and Read It ..... Pages 127, 149

### More Help with Affixes

Swim to the Finish ..... Pages 128, 151

Extra Innings Affixes Baseball ..... Pages 128, 153

### More Help with Idioms

Idiom Match Up ..... Pages 129, 156

### More Help with Tricky Words

Tricky Word Story ..... Page 130

Tricky Word Beanbag Toss ..... Page 130

### More Help with Reading and Fluency

Book Circle ..... Page 131

Fluency Café ..... Page 131

## MORE HELP WITH SPELLING PATTERNS

### Targeted Dictation for *igh* and *ai*

- You may wish to do this exercise cooperatively, offering feedback as you complete the items, rather than presenting it in test-like format where no feedback is given until you return the students' written work.
- Choose one of the following sets of words.
- Ask students to take out a pencil and a piece of paper.
- Explain you are going to say ten words and all words will follow a pattern.
- Ask students to provide the pattern for the words you have chosen.
- Tell students to write each word you say.
- Explain that you are going to say five words, all will have the /ae/ sound spelled *igh* or *ai*. Tell students, for this exercise, they should use the *igh* spelling if the /ae/ sound is at the end of a syllable and the *ai* spelling in all other cases.

| /ae/ Spelled <i>igh</i> or <i>ai</i> |            |
|--------------------------------------|------------|
| outweigh                             | awaiting   |
| eighteen                             | mainly     |
| neighbor                             | regain     |
| sleighed                             | brainstorm |
| weight                               | stained    |

## MORE HELP WITH FINAL STABLE SYLLABLES

### Stable Syllable Baseball

- Divide the class into two teams. Have one team at a time come to the front of the room in front of the Final Stable Syllable Baseball Game Board (located at the end of this Pausing Point section) and line up.
- To play, teams take turns “at bat”:
  - Pick a card from the pile (Stable Syllable Baseball Word Cards located at the end of this Pausing Point section) and ask the first person on the team to read it.
  - If the word is read correctly, draw a line from home plate to first base,



signifying a “hit.” This player should go to the back of his team’s line while the next player comes forward to read the next card. If the second player reads the word correctly, draw a line from first to second base.

- Play continues in this way, so that each time a player reads the word correctly, you draw a line to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team.
- Play continues for the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
- As in the actual game of baseball, any players “left on base” when a word is misread do not count or add to the score.

## **MORE HELP WITH ABBREVIATIONS**

### **Abbreviation Match Word Cards**

- Make copies of Abbreviation Match Word Cards located at the end of this Pausing Point section. Have students cut out each of the words and abbreviations.
- Then have students mix all their cards they cut out. Have students match the abbreviation to the word it goes with. For example: Mr. with Mister
- After one round of matching independently, students can get with a partner and use one set of the abbreviation cards to play a matching game.
- The pair of students will flip their cards over and take turns picking two at a time. If they pick an abbreviation that matches with the word, they get to keep the set. If they don’t match, they have to put them back in the middle facedown with all the other cards. Continue this until student pairs find all the sets of abbreviation matches.

### **Roll It and Read It**

- Move students into pairs. Provide each pair with one Roll It and Read It
- Game Board (located at the end of this Pausing Point section), one game piece, and one die.
- Game board will need to be set up with Roll It and Read It Word List. (located at the end of this Pausing Point section)
- Explain the game instructions:
  - One player rolls the die.
  - That player moves the game piece the number of spaces indicated by the die number.

- That player reads the Abbreviation on the space they landed on. Then they write one sentence using the Abbreviation, while their partner writes a sentence using the word the abbreviation stands for.
- The next player rolls the die and repeats the process with the same game piece.
- The first pair of students who get to the end of their game board with correct sentences for each of the abbreviations they landed on is the winning group.
- If time permits, students can play multiple rounds.

### **MORE HELP WITH AFFIXES**

#### **Play Swim to the Finish**

- Move students into pairs.
- Give each pair a copy of the Swim to the Finish Game Board (located at the end of this Pausing Point section) and a set of Swim to the Finish Word Cards. (located at the end of this Pausing Point section)
- Have each student write their name or initials at the top of a column, or swim lane.
- Explain the game:
  - Place cards face down in a pile. Students take turns drawing a card and reading the word on the card.
  - When students read their words correctly, they should write a check mark in the next square of their swim lane.
  - The first one to the finish line wins! If both students read all of their words correctly, it will be a tie swim meet.
- Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice. You may also choose to use laminated boards and dry erase markers.

#### **Extra Innings Affixes Baseball**

- Divide the class into two teams. Have one team at a time come to the front of the room in front of the Affix Baseball Game Board (located at the end of this Pausing Point section) and line up.
- To play, teams take turns “at bat”:

- Pick a card from the pile (Affix Baseball Word Cards located at the end of this Pausing Point section) and ask the first person on the team to read it.
- If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his team’s line while the next player comes forward to read the next card. If the second player reads the word correctly, draw a line from first to second base.
- Play continues in this way, so that each time a player reads the word correctly, you draw a line to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team.
- Play continues for the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
- As in the actual game of baseball, any players “left on base” when a word is misread do not count or add to the score.

## **MORE HELP WITH IDIOMS**

### **Idiom Match Up**

- Make copies of Idiom Match Up Cards located at the end of this Pausing Point section. Have students cut out each of the idioms and meanings.
- Then have students mix all their cards they cut out. Have students match the idiom with the meaning. For example: ‘Burn the midnight oil.’ with ‘To work late into the night.’
- After one round of matching independently, students can get with a partner and use one set of the idiom cards to play a matching game.
- The pair of students will flip their cards over and take turns picking two at a time. If they pick an idiom that matches with the meaning, they get to keep the set. If they don’t match, they have to put them back in the middle facedown with all the other cards. Continue this until student pairs find all the sets of idiom matches.

## MORE HELP WITH TRICKY WORDS

- The following box contains all of the Tricky Words for Unit 10.

brilliant  
technique  
rhythm  
language  
distinguishing  
doubting  
conquer  
natural  
annual  
routines

### Tricky Word Story

- Pass out lined paper to students.
- Direct students to write a story using the Unit 10 Tricky Words.
- Ask students to trade their completed story with another student to read.

### Tricky Word Beanbag Toss

- Note: This game is best played in small groups or work stations.
- Write some Tricky Words on large cards. Place the cards faceup on the floor.
- Hand a beanbag to a student and explain that he or she should toss the beanbag toward the cards.
- Have the student read the Tricky Word card that the beanbag hits or lands closest to.
- Continue until all students have had their turn.

## MORE HELP WITH READING AND FLUENCY

### Book Circle

- Divide students into groups.
- Have students read any of the Unit 1–10 readers or an approved trade book.
- Assign students the following roles:
  - Reader Leader: The Reader Leader’s responsibility is to read aloud a portion of the decodable reader during each book circle meeting. They should demonstrate fluency, clear pronunciation, and expressive reading to engage the group and enhance comprehension.
  - Discussion Director: The Discussion Director leads the group in discussing key elements of the story, such as characters, setting, plot events, and main ideas.
  - Word Wiz: The Word Wiz focuses on identifying and understanding unfamiliar words encountered during reading. They help the group decipher the meanings of these words through context clues, word analysis strategies, and discussions.
  - Time Keeper: The Time Keeper helps ensure that the book circle stays on track and manages the allotted time for each activity or discussion. They use a timer or clock to monitor the duration of reading sessions, discussions, and transitions between roles.

### Fluency Café

- Have students select an excerpt from any of the readers from Units 1–10 to practice for fluency.
- Ask students to read their excerpt aloud to the class.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Stable Syllable Baseball Game Board



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Stable Syllable Baseball Words Cards

Directions: Copy and cut out the cards. Distribute the cards to students in groups of two.

untangle

amble

fable

tattle





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**battle**

**strangle**

**angle**

**reliable**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**stumble**

**stifle**

**brittle**

**quadrangle**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**gargle**

**audible**

**unsinkable**

**subtitle**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**rebottle**

**eagle**

**wriggle**

**desirable**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**clickable**

**mettle**

**disgruntle**

**single**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**triangle**

**notable**

**unspeakable**

**shuttle**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**throttle**

**intermingle**

**dangle**

**comfortable**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**affordable**

**unsettle**

**rattle**

**shingle**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**detangle**

**crumble**

**dismantle**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Abbreviation Match Word Cards

**Mr.**

**Mister**



**Dr.**

**Doctor**

**Jan.**

**January**

**Feb.**

**February**

**Mar.**

**March**

**Apr.**

**April**

**Jun.**

**June**

**Jul.**

**July**

**Aug.**

**August**

**Sept.**

**September**

Directions: Copy and cut out one set of cards per student pair.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|             |                                   |                                                                                     |
|-------------|-----------------------------------|-------------------------------------------------------------------------------------|
| <b>Oct.</b> | <b>October</b>                    |  |
| <b>Nov.</b> | <b>November</b>                   |                                                                                     |
| <b>Dec.</b> | <b>December</b>                   |                                                                                     |
| <b>a.m.</b> | <b>ante meridiem</b>              |                                                                                     |
| <b>p.m.</b> | <b>post meridiem</b>              |                                                                                     |
| <b>TV</b>   | <b>television</b>                 |                                                                                     |
| <b>DVD</b>  | <b>digital versatile disc</b>     |                                                                                     |
| <b>VIP</b>  | <b>very important person</b>      |                                                                                     |
| <b>FAQ</b>  | <b>frequently asked questions</b> |                                                                                     |
| <b>ASAP</b> | <b>as soon as possible</b>        |                                                                                     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**ETA**

**estimated time of arrival**



**pdf**

**Portable Document Format**

**cm.**

**centimeter**

**m.**

**meter**

**km.**

**kilometer**

**g.**

**gram**

**kg.**

**kilogram**

**ml.**

**milliliter**

**oz.**

**ounce**

**lb.**

**pound**


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|             |                                 |                                                                                     |
|-------------|---------------------------------|-------------------------------------------------------------------------------------|
| <b>in.</b>  | <b>inches</b>                   |  |
| <b>ft.</b>  | <b>feet</b>                     |                                                                                     |
| <b>USA</b>  | <b>United States of America</b> |                                                                                     |
| <b>NY</b>   | <b>New York</b>                 |                                                                                     |
| <b>TX</b>   | <b>Texas</b>                    |                                                                                     |
| <b>FL</b>   | <b>Florida</b>                  |                                                                                     |
| <b>Ave.</b> | <b>Avenue</b>                   |                                                                                     |
| <b>St.</b>  | <b>Street</b>                   |                                                                                     |
| <b>Rd.</b>  | <b>Road</b>                     |                                                                                     |
| <b>Apt.</b> | <b>Apartment</b>                |                                                                                     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

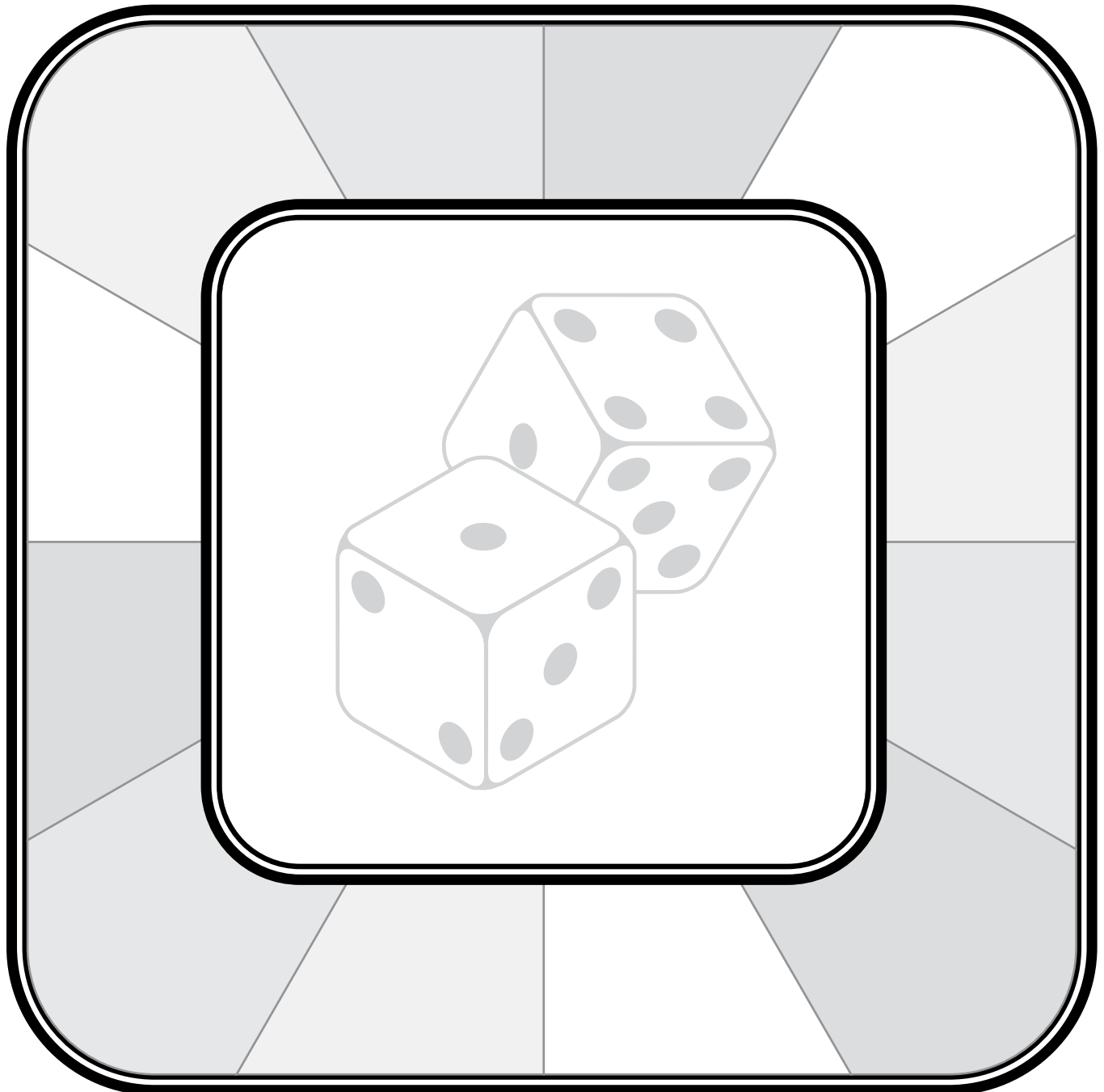
|              |                 |                                                                                     |
|--------------|-----------------|-------------------------------------------------------------------------------------|
| <b>Bldg.</b> | <b>Building</b> |  |
| <b>Rm.</b>   | <b>Room</b>     |                                                                                     |
| <b>N.</b>    | <b>North</b>    |                                                                                     |
| <b>E.</b>    | <b>East</b>     |                                                                                     |
| <b>S.</b>    | <b>South</b>    |                                                                                     |
| <b>W.</b>    | <b>West</b>     |                                                                                     |
| <b>Pl.</b>   | <b>Place</b>    |                                                                                     |
|              |                 |                                                                                     |
|              |                 |                                                                                     |
|              |                 |                                                                                     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Roll It and Read It Gameboard

Roll your dice. Move your game piece to the spot on the game board below. Read the word. Repeat until all of the words on your board have been read.



Directions: Copy the template and cut out the words.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Roll It and Read It Word List

Choose 12 abbreviations listed below. Add them to your Roll It and Read It Gameboard.

|      |                     |
|------|---------------------|
| Dr.  | Doctor              |
| Mr.  | Mister              |
| Tue. | Tuesday             |
| ASAP | as soon as possible |
| S.W. | Southwest           |
| Ave. | Avenue              |
| ID   | identification      |
| in.  | inches              |
| Feb. | February            |
| TV   | television          |
| Jr.  | Junior              |
| Aug. | August              |
| cm.  | centimeter          |
| TX   | Texas               |
| Rd.  | Road                |
| ft.  | feet                |
| Ln.  | Lane                |



NAME: \_\_\_\_\_

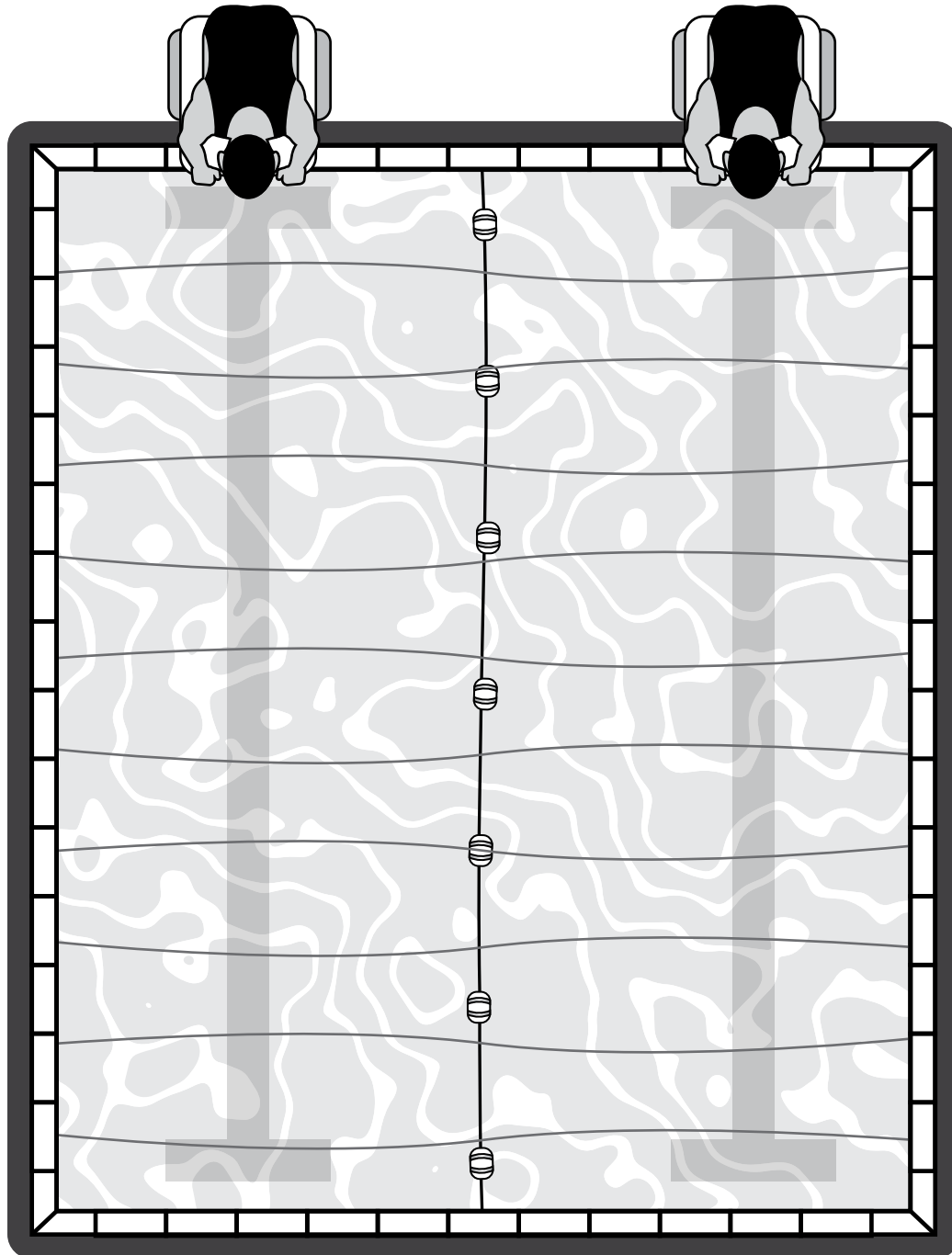
DATE: \_\_\_\_\_

## Swim to the Finish Game Board

# S T A R T



*Directions: Pick a card from the deck. Read the word correctly, and place a checkmark on your lane.*



# F I N I S H

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Swim to the Finish Cards

**kindness**

**fitness**



**yummy**

**gentleness**

**powerful**

**fancy**

**spicy**

**meaningful**

**playfulness**

**jumpy**

**lucky**

**brightness**

**peaceful**

**colorful**

**skillful**

**politeness**

**sweetness**

**fruitful**

**hasty**

**grateful**

**dutiful**

**laziness**

Directions: Copy and cut out one set of word cards for each student pair.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Affixes Baseball Game Board



Directions: Copy the template and cut out the words.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Affixes Baseball Word Cards

**implant**

**wellness**



**salty**

**importer**

**forgiveness**

**messy**

**implode**

**thankfulness**

**breezy**

**imprint**

**thickness**

**tasty**

**indirect**

**coziness**

**sweaty**

**ineffective**

**darkness**

**shiny**

**inflexible**

**hotness**

**hairy**

**inexpensive**

Directions: Copy and cut out one set of word cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**redness**

**rusty**



**indifferent**

**tidiness**

**shady**

**prefill**

**noisiness**

**successful**

**premake**

**silliness**

**watchful**

**presell**

**hopeful**

**skillful**

**preview**

**wasteful**

**darkness**

**shiny**

**forgetful**

**wishful**

**flavorful**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Idiom Match Up Cards



**Burn the midnight oil.**

To work late into the night.

**Cost an arm and a leg.**

To be very expensive.

**Don't cry over spilled milk.**

Don't worry about a past event that cannot be changed.

**Cut to the chase.**

Get to the point.

**Ht the nail on the head.**

Describe a situation precisely.

**Burn bridges.**

Damage relationships, making it hard to go back.

**A piece of cake.**

Something that is easy to do.

**The ball is in your court.**

It's your turn to make a decision or take action.

**Bite off more than you can chew.**

To take on a task that is way too big or beyond your ability.

**Cut corners.**

To do something poorly to save time or money.

Directions: Copy and cut out one set of word cards per student pair.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|                                   |                                                      |
|-----------------------------------|------------------------------------------------------|
| <b>In the same boat.</b>          | In the same situation as someone else.               |
| <b>A penny for your thoughts.</b> | A way of asking what someone is thinking.            |
| <b>Out of the blue.</b>           | Something happening unexpectedly or without warning. |
| <b>Butterflies in my stomach.</b> | To feel nervous.                                     |
| <b>Throw in the towel.</b>        | To give up.                                          |







# Teacher Resources

|         |                        |
|---------|------------------------|
| Grade 3 | Foundational Skills 10 |
|---------|------------------------|

# Teacher Resources

Grade 3 Individual Code Chart

Grade 3 Anecdotal Reading Record

Grade 3 End-of-Year Summary

Grade 3 Foundational Skills Record

Grade 3 Fluency Record

Anecdotal Reading Record–Unit 10

TR 4.1 “ough” Sounds

TR 5.1 Common Abbreviations

TR 5.2 Abbreviation Match Word Cards

TR 7.1 Compound Word Cards

TR 9.1 Word Matrix

TR 10.1 Word Matrix

TR 13.1 Idiom Match Up Cards

TR 14.1 Swim to the Finish Board Game

TR. 14.2 Swim to the Finish Word Cards

TR. 14.3 W.C.P. M Calculation Sheet

TR 14.4 Self-Sustained Reading Tracker

TR 15.1 Reading Assessment Scoring and Analysis

TR 15.2 Spelling Assessment Scoring and Analysis

Activity Book Answer Key

Appendix A

Appendix B


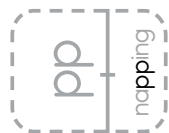
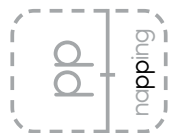
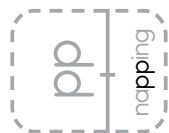

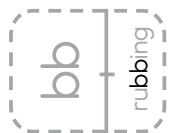
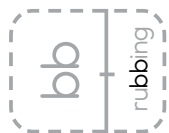
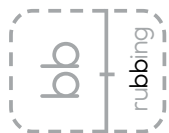
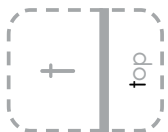




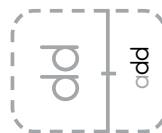
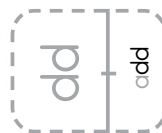
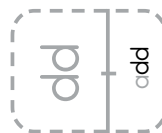
Appendix C

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

# GRADE 3 INDIVIDUAL CODE CHART

1

















|     |                                                                                      |                                                                                      |                                                                                      |                                                                                      |
|-----|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| /p/ |   |   |   |   |
| /b/ |   |   |   |   |
| /t/ |   |   |   |   |
| /d/ |  |  |  |  |

ed asked

ed filled

|      |            |             |              |              |               |
|------|------------|-------------|--------------|--------------|---------------|
| /k/  | c<br>cat   | k<br>kid    | ck<br>black  | ch<br>school | cc<br>hiccup  |
| /g/  | g<br>gift  | gg<br>egg   | gu<br>guess  | gh<br>ghost  |               |
| /ch/ | ch<br>chin | tch<br>itch |              |              |               |
| /j/  | j<br>jump  | g<br>gem    | ge<br>fringe | dge<br>judge | dg<br>judging |













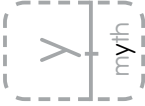





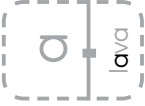

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|                                                                                     |                                                                                     |                                                                                     |   |                                                                                       |                                                                                       |

|  |              |             |              |             |              |               |              |             |  |
|--|--------------|-------------|--------------|-------------|--------------|---------------|--------------|-------------|--|
|  | al<br>animal | le<br>apple | el<br>travel | ul<br>awful | il<br>pencil |               |              |             |  |
|  | a<br>paper   | a_e<br>cake | ai<br>wait   | ay<br>day   | ey<br>hey    | ea<br>great   | ey<br>key    | e_e<br>Pete |  |
|  | y<br>funny   | e<br>me     | i<br>ski     | ee<br>bee   | ea<br>beach  | igh<br>weight | ie<br>cookie |             |  |
|  | i<br>biting  | i_e<br>bite | y<br>try     | ie<br>tie   | igh<br>night |               |              |             |  |
|  | o<br>open    | o_e<br>home | ow<br>snow   | oa<br>boat  | oe<br>toe    |               |              |             |  |
|  | u<br>unit    | u_e<br>cute | ue<br>cue    |             |              |               |              |             |  |

o\_e move

o do

ui fruit

ou soup

ue blue

ew new

u\_e tune

u student

oo soon

/oo/

u push

oo look

/oo/

ow now

ou shout

/ou/

oy toy

oi oil

/oi/

aw paw

au Paul

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ough caught

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al wall

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# Grade 3 Anecdotal Reading Record

Teacher Instructions: During reading time, circulate and listen to students read. Utilize the Anecdotal Reading Record to note students' progress. Make multiple copies of the blank record to have on hand when listening to students read aloud. Strive to hear every student read aloud at least once or twice each week.

|              |
|--------------|
| <b>Name:</b> |
| Lesson:      |
| Lesson:      |
| Lesson:      |
| Lesson:      |
| Lesson:      |

[illegible][illegible]

**GRADE 3 END-OF-YEAR SUMMARY (CONTINUED)**

[illegible]

# Grade 3 Foundational Skills Record

Teacher Instructions: Create one copy of the Foundational Skills Record per student. Use the formative assessment in each lesson to track the student's progress toward mastery of each standard. Use the rating system to indicate the level of teacher support required and the space provided to take notes.

- Students at level 1 require focused intervention to accelerate learning in a specific area. Use the Additional Supports and Pausing Points to target areas of growth.
- Students at levels 2 and 3 should be showing steady growth. These students would benefit from the Take Home Materials and Support suggestions within each lesson.
- Students at level 4 are excelling. Use the Challenge suggestions to increase rigor.

1 = Intervene; 2 = Support; 3 = Review; 4 = Enrich

| Student Name                                                                                                                                                                                                                                                                         |         |         |         |         |         |         |         |         |         |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3.2 Foundational Language Skills                                                                                                                                                                                                                                                     |         |         |         |         |         |         |         |         |         |         |
| 3.2.A Phonetic Knowledge                                                                                                                                                                                                                                                             | 1       | 2       | 3       | 4       | 5       | 6       | 7       | 8       | 9       | 10      |
| <b>TEKS 3.2A.i</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.                                                                                          | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.2A.ii</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.2A.iii</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.                                                                                                                             | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |



|                                                                                                                                                                                                                                                                                     |          |          |          |          |          |          |          |          |          |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>TEKS 3.2A.iv</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.                                                                         | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2A.v</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.                                                                                                                                            | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2A.vi</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.                              | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2A.vii</b><br>The student is expected to demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.                                                                                                             | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>3.2.B Spelling Knowledge</b>                                                                                                                                                                                                                                                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.2B.i</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.ii</b> The student is expected to demonstrate and apply spelling knowledge by spelling homophones.                                                                                                                                                                     | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.iii</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.                                                                                                                            | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.iv</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.                                                                                                                   | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |

|                                                                                                                                                                                                                                                         |          |          |          |          |          |          |          |          |          |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>TEKS 3.2B.v</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.                                                                 | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.v</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.                                                                 | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.vi</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.                                                                                                               | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.vii</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
|                                                                                                                                                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.2C</b><br>The student is expected to alphabetize a series of words to the third letter.                                                                                                                                                       | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
|                                                                                                                                                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.2D</b><br>The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.                                                                                                 | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>3.3 Vocabulary</b>                                                                                                                                                                                                                                   |          |          |          |          |          |          |          |          |          |           |
|                                                                                                                                                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.3A</b><br>The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.                                                                                                                   | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.3B</b><br>The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.                                                                                        | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |

|                                                                                                                                                                              |         |         |         |         |         |         |         |         |         |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>TEKS 3.3C</b><br>The student is expected to identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.3D</b><br>The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.                   | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.3D</b><br>The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.                   | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

# Grade 3 Fluency Record

Choose texts from the Grade 3 Fluency Packet or the Unit Readers for students to read aloud as you measure their pace and accuracy. Subtract the Words Missed (words that are omitted, mispronounced, or substituted for another word) from the Total Words in Text to determine the number of Words Read Correctly. Divide the Words Read Correctly by the Total Words in Text to determine the students' accuracy. Record how long it takes the students to read the passage to determine their Words Per Minute. Consider both accuracy and pace as well as expression when evaluating a student's overall fluency.

[illegible]

## ANECDOTAL READING RECORD—UNIT 10

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## ***Ough Sounds***

| Spelling | Sound   | Examples                |
|----------|---------|-------------------------|
| ough     | /aw/    | bought, fought, thought |
|          | /oe/    | dough, though, thorough |
|          | /ue/    | through                 |
|          | /u/ /f/ | enough, rough, tough    |
|          | /o/ /f/ | cough                   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 5.1

## Common Abbreviations

Complete the chart by adding the full form of each abbreviated word.

|      |  |
|------|--|
| Dr.  |  |
| Mr.  |  |
| Tue. |  |
| ASAP |  |
| S.W. |  |
| Ave. |  |
| ID   |  |
| in.  |  |
| Feb. |  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

## Compound Word Cards

|               |              |                                                                              |                                                                                     |
|---------------|--------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>tooth</b>  | <b>brush</b> | Used to clean teeth                                                          |  |
| <b>rail</b>   | <b>road</b>  | A track with trains that carry people and things from one place to another   |                                                                                     |
| <b>straw</b>  | <b>berry</b> | A red fruit with tiny seeds on the outside and a sweet taste                 |                                                                                     |
| <b>cross</b>  | <b>walk</b>  | A marked path on the road where people can safely cross                      |                                                                                     |
| <b>sun</b>    | <b>burn</b>  | Red and sore skin caused by staying in the sun for too long                  |                                                                                     |
| <b>gold</b>   | <b>fish</b>  | A small pet fish often kept in a bowl or tank                                |                                                                                     |
| <b>hand</b>   | <b>shake</b> | A way of greeting or saying hello                                            |                                                                                     |
| <b>needle</b> | <b>point</b> | A type of embroidery or sewing done with a needle                            |                                                                                     |
| <b>desk</b>   | <b>top</b>   | The top surface of a desk where one can put things like a computer or papers |                                                                                     |
| <b>water</b>  | <b>proof</b> | Something that doesn't let water go through                                  |                                                                                     |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Word Matrix

| Prefix | Base Words | Suffix |
|--------|------------|--------|
| im-    |            |        |
| in-    |            |        |
| pre-   |            |        |
|        |            |        |
|        |            |        |
|        |            |        |
|        |            |        |
|        |            |        |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 10.1

Word Matrix

| Prefix | Base Words | Suffix |
|--------|------------|--------|
|        |            | -ness  |
|        |            | -y     |
|        |            | -ful   |
|        |            |        |
|        |            |        |
|        |            |        |
|        |            |        |
|        |            |        |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 13.1

## Idiom Match Up Cards

**Burn the midnight oil.**

To work late into the night.

**Cost an arm and a leg.**

To be very expensive.

**Don't cry over spilled milk.**

Don't worry about a past event that cannot be changed.

**Cut to the chase.**

Get to the point.

**Hit the nail on the head.**

Describe a situation precisely.

**Burn bridges.**

Damage relationships, making it hard to go back.

**A piece of cake.**

Something that is easy to do.

**The ball is in your court.**

It's your turn to make a decision or take action.

**Bite off more than you can chew.**

To take on a task that is way too big or beyond your ability.

**Cut corners.**

To do something poorly to save time or money.

Directions: Copy and cut out one set of word cards per student pair.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

CONTINUED

**In the same boat.**

In the same situation as  
someone else.



**A penny for your thoughts.**

A way of asking what  
someone is thinking.

**Out of the blue.**

Something happening  
unexpectedly or without warning.

**Butterflies in my stomach.**

To feel nervous.

**Throw in the towel.**

To give up.

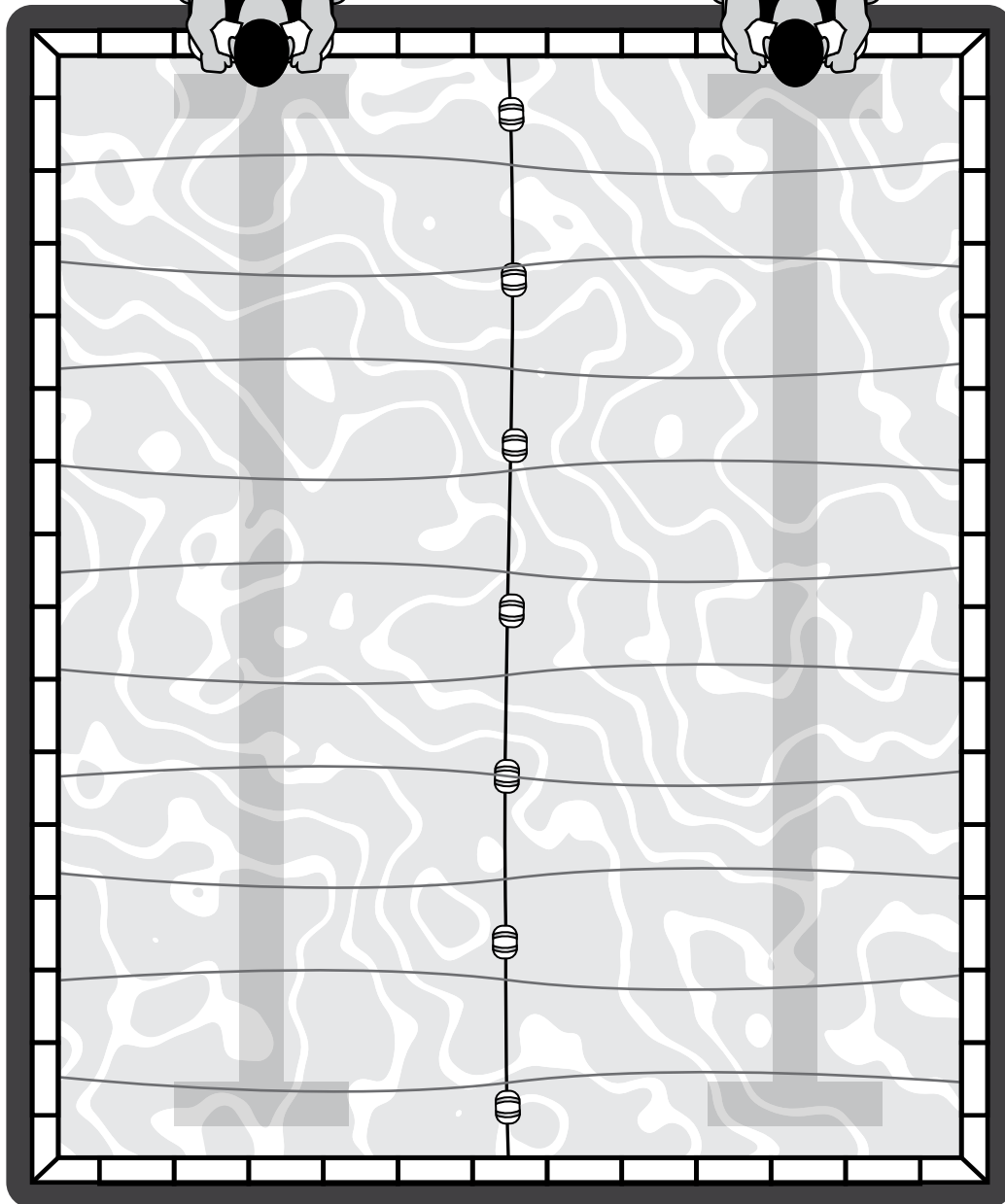
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

Swim to the Finish  
Game Board

**S T A R T**



**F I N I S H**

*Directions: Pick a card from the deck. Read the word correctly, and place a checkmark on your lane.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.2

Swim to the Finish Word Cards.



**lightweight**

**USA**

**neighbor**

**in.**

**struggle**

**blueprint**

**sable**

**suitcase**

**title**

**firefly**

**Dr.**

**bountiful**

**breezy**

**craziness**

**cut corners**

**out of this world**

**once in a blue moon**

**a breath of fresh air**

**cm.**

**cut to the chase**

**shiny**

**bangle**

Directions: Copy and cut out one set of word cards for each student pair.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.2

CONTINUED

**haystack**

**cattle**



**battle**

**NY**

**chilliness**

**doughy**

**Aug.**

**St.**

**Sat.**

**silliness**

**prefill**

**import**

**impolite**

**funny**

**scrubby**

**beautiful**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.3

## Unit 10 W.C.P.M. Calculation Sheet

Story: "Rohan and Mittens" Total words in story: 307

| Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Words Read</div> </div> <div style="margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Uncorrected Mistakes</div> </div> <hr style="border: 1px solid black; margin: 5px 0;"/> <div style="margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Words Correct</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="text-align: center;"> <div style="margin-bottom: 5px;">Minutes</div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="text-align: center;"> <div style="margin-bottom: 5px;">Seconds</div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> </div> <div style="text-align: right; margin-right: 10px;">Finish Time</div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="text-align: right; margin-right: 10px;">Start Time</div> <hr style="border: 1px solid black; margin: 5px 0;"/> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="text-align: right; margin-right: 10px;">Elapsed Time</div> <div style="margin-top: 10px;"> <div style="display: flex; align-items: center; justify-content: center; margin-bottom: 5px;"> <span style="font-size: 2em; margin-right: 5px;">(</span> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 5px;"></div> <span style="margin: 0 5px;">× 60</span> <span style="margin: 0 5px;">)</span> <span style="margin: 0 5px;">+</span> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 5px;"></div> <span style="margin: 0 5px;">=</span> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 5px;"></div> </div> <div style="text-align: right; margin-right: 10px;">Time in Seconds</div> </div> |
| <div style="margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">WCPM</div> </div> <div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 10px;"></div> <div style="margin: 0 10px;">÷</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 10px;"></div> <div style="margin: 0 10px;">× 60 =</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 10px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Words Correct</div> </div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Time in Seconds</div> </div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">WCPM</div> </div> </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Compare the student's W.C.P.M. score to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2017):

| Reading Time for This Text | W.C.P.M. | National Percentiles for Spring, Grade 3 |
|----------------------------|----------|------------------------------------------|
| 2:35                       | 166      | 90th                                     |
| 3:05                       | 139      | 75th                                     |
| 4:05                       | 112      | 50th                                     |
| 5:55                       | 91       | 25th                                     |
| 8:00                       | 63       | 10th                                     |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.4

## Self-Sustained Reading Tracker

Use the chart below to keep track of the books you are reading. Record the page number that you start and end on during independent reading time

| Date | Title of Book | START<br>Page Number | END<br>Page Number |
|------|---------------|----------------------|--------------------|
|      |               |                      |                    |
|      |               |                      |                    |
|      |               |                      |                    |
|      |               |                      |                    |
|      |               |                      |                    |
|      |               |                      |                    |
|      |               |                      |                    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.1

## Reading Assessment Scoring and Analysis

The more words a student can read and the farther the student can progress in the assessment, the stronger his or her preparation for the next unit of instruction.

The number of words read correctly indicates the following:

- Students who score 6 or fewer words out of 10 words correctly have minimal preparation for the next unit.
- Students who score 7 out of 10 words correctly have adequate preparation for the next unit.
- Students who score 8 or more words out of 10 words correctly have outstanding preparation for the next unit.

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

CONTINUED

|              | Phonemes                       | Spelling Pattern      |
|--------------|--------------------------------|-----------------------|
| 1. neighbor  | /n/ /ae/ /b/ /or/              | – <i>igh</i> word     |
| 2. trouble   | /t/ /r/ /u/ /b/ /ə/ + /l/      | final stable syllable |
| 3. coughing  | /c/ /aw/ /f/ /ng/              | – <i>ough</i> word    |
| 4. Mrs.      | /m/ /i/ /s/ /i/ /z/            | abbreviation          |
| 5. rainbow   | /r/ /ai/ /n/ /b/ /ou/          | compound word         |
| 6. impress   | /i/ /m/ /p/ /r/ /e/ /s/        | <i>im</i> – prefix    |
| 7. insecure  | /i/ /n/ /s/ /e/ /c/ /er/       | <i>in</i> – prefix    |
| 8. shininess | /sh/ /ie/ /n/ /ee/ /n/ /e/ /s/ | – <i>ness</i> suffix  |
| 9. runny     | /r/ /u/ /n/ /ee/               | – <i>y</i> suffix     |
| 10. careful  | /k/ /ar/ /f/ /u/ /l/           | – <i>ful</i> suffix   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.2

## Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include words with digraphs, words that add suffixes, and homophones.

Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.2

CONTINUED

|               | Spelling Patterns       |
|---------------|-------------------------|
| 1. eighteen   | – <i>eight</i> word     |
| 2. bottle     | final stable syllable   |
| 3. enough     | – <i>ough</i> word      |
| 4. Mr.        | abbreviation for Mister |
| 5. something  | compound word           |
| 6. impossible | <i>im</i> – prefix      |
| 7. invisible  | <i>in</i> – prefix      |
| 8. loneliness | – <i>ness</i> suffix    |
| 9. gritty     | – <i>y</i> suffix       |
| 10. bountiful | – <i>ful</i> suffix     |
| 11. hot water | idiom                   |

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1

Activity Page

### Speak and Spell

Listen to your teacher say each of the *eight* words aloud. Repeat the word you hear aloud. Then, write the word in the chart by breaking it into syllables. Remember to write neatly in cursive.

| #  | First Syllable | Second Syllable | Third Syllable |
|----|----------------|-----------------|----------------|
| 1. | <i>freight</i> | <i>er</i>       |                |
| 2. | <i>coun</i>    | <i>ter</i>      | <i>weights</i> |
| 3. | <i>bob</i>     | <i>sleigh</i>   |                |
| 4. | <i>height</i>  | <i>en</i>       |                |

Write the sentences you hear your teacher recite. Write neatly in cursive, leaving spaces between words.

- Before boarding the freight train, I had to ensure my luggage was not overweight.*
- When the astronauts arrived in space, they experienced a feeling of weightlessness.*

Foundational Skills 10

1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1

Activity Page

### Syllable Slice

Listen to each word read aloud. Write the word neatly in cursive, then use a slash to slice the word into syllables.

- jum/ble*
- as/sem/ble*
- brit/tle*
- rec/tan/gle*
- dis/en/tang/le*
- Be/lie/ble/ment*

Foundational Skills 10

3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1

Activity Page

### Stable Syllable Baseball

Underline the final stable *-ble*, *-tle*, *-gle* pattern in each word. Draw a slash (/) to separate the syllables.

|                       |                      |                       |                          |                      |
|-----------------------|----------------------|-----------------------|--------------------------|----------------------|
| 1. <i>rec/tan/gle</i> | 2. <i>as/sem/ble</i> | 3. <i>dis/man/tle</i> | 4. <i>dis/en/tan/gle</i> | 5. <i>be/tit/tle</i> |
|-----------------------|----------------------|-----------------------|--------------------------|----------------------|

### Partner Practice

Create a compound sentence about Sam learning to play the piano. Make sure you use at least one word that has the final stable spelling *-ble*, *-tle*, *-gle*. Use correct punctuation. Write neatly in cursive, leaving spaces between words.

*Answers may vary.*

\_\_\_\_\_

\_\_\_\_\_

Swap papers with a partner to compare sentences. Identify the word or words in the sentence with the final stable syllable spellings. Check to make sure your partner has a compound sentence that has correct punctuation.

Foundational Skills 10

5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2

Take-Home

### Read and Write: *-ble*, *-tle*, *-gle*

Dear Family Member,

Your student has practiced spelling words with the final stable syllables *-ble*, *-tle*, and *-gle*. Ask your student to read each word aloud to you. Then, have them draw a line to separate the syllables in each word. Finally, have your student write a sentence using each word. Remind them to write neatly in cursive. Throughout the week, make it a point to draw attention to words that you and your student see that end in *-ble*, *-tle*, or *-gle*. Each time a word is identified, ask your student to say it aloud. Share the meaning of each word with your student.

|                     |                          |
|---------------------|--------------------------|
| <i>hum/ble</i>      | <i>Answers may vary.</i> |
| <i>set/tle/ment</i> | <i>Answers may vary.</i> |
| <i>an/gle</i>       | <i>Answers may vary.</i> |
| <i>mar/ble</i>      | <i>Answers may vary.</i> |
| <i>snug/gle</i>     | <i>Answers may vary.</i> |
| <i>bee/tle</i>      | <i>Answers may vary.</i> |

Foundational Skills 10

7

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1 Activity Page

### Reading and Dictation

#### Reading

Underline the *ough* pattern in each word. Draw a slash to separate the syllables.

1. roughly 2. ploughing 3. thoughtless 4. afterthought 5. borrough

#### Dictation

Read the sentences, and find the word with the *ough* pattern. Underline the *ough*.

6. He was coughing a lot, so the nurse sent him to get a drink of water.

7. The squirrel ran up the bough of the tree to gather the acorns.

Listen and write the words you hear your teacher say. Underline the *ough* pattern in each word you write. Draw a slash to separate the syllables.

8. throughout; through/out

9. thoroughly; thorough/ly

10. underbought; under/bought

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 Activity Page

### Spell the Abbreviation

Read the sentences, and fill in the blanks using the abbreviated form of the words in the Word Bank.

Ex. When you are sixteen or older, you can take a driving test to get an ID that allows you to drive.

|                          |          |
|--------------------------|----------|
| January                  | February |
| southwest                | Street   |
| inches                   | Doctor   |
| United States of America | Texas    |
| Identification           | Tuesday  |

- Every year, Valentine's day is on the same day, which is Feb 14th.
- After hearing my bad cough, Dr. Sharpe looked in my mouth to see what was causing it.
- During summers, there are a lot of states that get swelteringly hot, including FL and TX.
- My family and I took a turn onto Main St. to get to the restaurant for dinner.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 Activity Page

### Abbreviation Fill In

Replace each abbreviation with the word that it stands for. Write your response neatly in cursive.

In the heart of the city of Houston, TX Texas, a small bookshop named Reed's Reads, owned by Mr. Master Arthur Reed, stood proudly on Cobblestone Ln. Same. Mr. Reed, a lover of literature and adventure, decided to add a new section to his shop one sunny Fri. Friday in Aug. August.

He measured a corner space perfect for a new bookshelf and found it to be exactly 8 ft feet wide. That same day, Ella entered the shop, excited about her trip planned for the next yr. year. She was thrilled to see the new travel section because she was planning a trip across the USA United States of America.

To assist his customers better, Mr. Reed set up an FAQ frequently asked questions section in his shop. This area provided answers to common questions about travel, literature, and specific destinations, including VIP very important person spots in big cities.

The travel literature section quickly became popular among Houston residents. It was not just a source of information but also an inspiration for many who dreamed of exploring the world beyond.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 Activity Page

### Build a Compound Word

Cut out cards from TR 7.1. Read the definitions that were cut out from page TR 7.1. Work with a partner to combine the individual words on the word cards cut out from TR 7.1 to create compound words that match the definition. Glue the definition card under the definition column, and glue the matching compound words next to the corresponding definition.

| Compound Word | Definition                                                                   |
|---------------|------------------------------------------------------------------------------|
| tooth brush   | Used to clean teeth                                                          |
| rail road     | A track with trains that carry people and things from one place to another   |
| straw berry   | A red fruit with tiny seeds on the outside and a sweet taste                 |
| cross walk    | A marked path on the road where people can safely cross                      |
| sun burn      | Red and sore skin caused by staying in the sun for too long                  |
| gold fish     | A small pet fish often kept in a bowl or tank                                |
| hand shake    | A way of greeting or saying hello                                            |
| needle point  | A type of embroidery or sewing done with a needle                            |
| desk top      | The top surface of a desk where one can put things like a computer or papers |
| water proof   | Something that doesn't let water go through                                  |

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## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1

Activity Page

### Reading and Story Writing

#### Part 1

Point to the first word. Follow your teacher's directions.

1. (tail)/(gate) 2. (base)/(ball) 3. (night)/(light) 4. (mind)/(set) 5. (tea)/(cup)

#### Part 2

**Story Writing:** Write a story using at least three of the five words in the box above. Make sure your story has characters, a setting, a problem, and resolution. Use sequence words throughout the story: *first, next, then, last*. Write neatly in cursive, leaving spaces between words.

*Answers may vary.*

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1

Activity Page

### Reading and Dictation

#### Reading

Point to the first word. Follow your teacher's directions.

1. im/plant 2. in/visible 3. pre/cut 4. in/considerate 5. im/perfect

#### Dictation

Listen to your teacher carefully. Write the word your teacher says on the line. Then, listen as your teacher says the word in a sentence. Write the sentence on the following line. neatly in cursive leaving spaces between words.

6. *incorrect*  
*Paul had the incorrect time written down for his appointment.*
7. *preselect*  
*She was asked to preselect her dinner for the wedding.*
8. *preview*  
*The family wanted to preview the home before they purchased it.*

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.2

Take-Home

### Practice With Affixes

Dear Family Member,

Your student has practiced spelling words with the affixes *-im*, *-in*, and *-pre*. Please have your student read the words in the boxes and the sentences. Then, ask your student to fill in the missing word in each sentence. Remind your student to read the sentences again to make sure the words they have written make sense. Throughout the week during reading or discussion activities, talk about the meanings of words with various prefixes and suffixes, and try to generate additional words using those affixes.

1. imbalance 2. independent 3. inspect 4. impolite 5. prehistoric

1. The young man wanted to be *independent* and buy his own car. Sam wanted to show Mrs. Anderson that he was *independent*, so he practiced the piano all by himself.

2. She was *impolite* to her sister when she took her toy without asking. Mrs. Anderson reminded the students that it is *impolite* to talk during the performance.

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3. The dinosaurs lived in *prehistoric* times. (My friend, Maria, enjoys reading books about dinosaurs and *prehistoric* times.)

4. I need the mechanic to *inspect* my truck. (The team went out to *inspect* the playing field to determine if the grass was wet.)

5. There is an *imbalance* of weight on the scale, and it tipped to one side. Because Sam's music stand was *imbalanced*, the sheet music slid to the floor.

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## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ 10.1 Activity Page  
DATE: \_\_\_\_\_

### Build a Word

Read each sentence. Add an affix from the table below to each word in bold to create a new word that answers the question. Write the new word neatly in cursive, and circle the affix.

|       |    |      |
|-------|----|------|
| -ness | -y | -ful |
|-------|----|------|

- Sarah is **kind** and helps her friends.  
What is Sarah showing? kindness
- The rocket's engine has a lot of **power**.  
How would you describe the engine? powerful
- There is a lot of **fog** out this morning.  
What kind of day is it? foggy
- The portrait shows the **beauty** of the city.  
How would you describe the city? beautiful
- My dog likes to get **cozy** with me on the sofa.  
What are we experiencing? coziness
- I really **hope** that our team wins the final game.  
How am I feeling? hopeful

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- That dessert is too **sweet**.  
What does the dessert have too much of? sweetness
- My best friend loves to **chat** after school.  
How would you describe her? chatty

Read "Alexa's Music Lesson." Find and circle the words with an affix.

### Alexa's Music Lesson

Alexa had always wanted to play an instrument. She liked the drums and was hopeful that her parents would allow her to play. Her friends were particularly chatty about joining the school band, and she wanted to join, too.

Alexa asked her parents for permission to begin taking drum lessons. They said yes! On a foggy Monday afternoon, they scheduled an appointment with the music teacher. Alexa could not wait for the lesson to begin. She looked forward to making beautiful music. In all of the excitement, Alexa was worried that she would be forgetful, so she packed up her drum kit the night before the lesson. Alexa hoped that playing the drums would be effortless for her, but that is not exactly what happened.

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At her very first lesson, Alexa realized that playing the drums would take lots of practice and hard work. The teacher began the lesson by playing for Alexa. Her teacher kept a steady beat on the drums, producing a powerful sound. However, when it was her turn, under the watchful eye of her teacher, it did not sound the same. Her teacher showed her kindness and encouraged her to not give up. Her teacher made her realize that she would make progress if she worked hard. Alexa was determined to become an excellent drummer and join the school marching band.

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NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

### Make Words with Affixes

Listen to each word. Repeat the word. Write the word on the line next to the number. Write a sentence using that word correctly. Write neatly in cursive leaving spaces between words, and remember to use correct capitalization and punctuation.

- impossible  
Answers may vary.
- predetermined  
Answers may vary.
- weakness  
Answers may vary.
- justify  
Answers may vary.

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## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ 12.1 Activity Page  
DATE: \_\_\_\_\_

### Idiom Match

Read each idiom and sentence. Using clues in the sentences, draw a line from the idiom to the sentence that it matches.

| Idioms                     | Sentences                                                                        |
|----------------------------|----------------------------------------------------------------------------------|
| It was a piece of cake.    | Standing in front of the audience during my audition, I was nervous and worried. |
| Out of the blue.           | The boy chose just the right gift for his mother.                                |
| Butterflies in my stomach. | As he practiced, playing the piano became an easy task.                          |
| Hit the nail on the head.  | All of a sudden, my family appeared to watch my performance.                     |

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NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

### Idiom Match

Match the idiom on the left with its meaning on the right. Write the correct letter on the line.

| Idioms                                          | Meaning                                                           |
|-------------------------------------------------|-------------------------------------------------------------------|
| A. It's raining cats and dogs.                  | <u>D</u> Someone is in a difficult position with no good options. |
| B. Break a leg!                                 | <u>A</u> Rain is coming down very heavily.                        |
| C. It was a race against the clock.             | <u>E</u> I need to study for school.                              |
| D. She's stuck between a rock and a hard place. | <u>C</u> I am feeling sick or unwell.                             |
| E. Please don't spill the beans.                | <u>B</u> Be quiet! Don't say that!                                |

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Read each sentence. Write the matching idiom in the box next to the sentence. Write neatly in cursive leaving spaces between words.

|                                                 |                                                     |
|-------------------------------------------------|-----------------------------------------------------|
| I heard a surprise was coming!                  | <i>Please don't spill the beans.</i>                |
| I didn't think I would make it.                 | <i>It was a race against the clock.</i>             |
| This is a hard situation.                       | <i>She's stuck between a rock and a hard place.</i> |
| As he walked out on stage, his mother yelled, " | <i>Break a leg!"</i>                                |
| Did you see the weather outside?                | <i>It's raining cats and dogs.</i>                  |

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NAME: \_\_\_\_\_ 12.3 Take-Home  
DATE: \_\_\_\_\_

### Drawing and Writing Idioms

Dear Family Members,

Your student has practiced reading and identifying the meaning of idioms. Ask your student to read the idiom and its meaning. Discuss the idiom, and encourage your student to use it in a complete sentence and explain its meaning. Have your student draw a picture in each box to represent the idiom.

| Idiom                                   | Meaning                                      | Illustration |
|-----------------------------------------|----------------------------------------------|--------------|
| It's a <b>piece of cake</b> .           | Describing something that is easily achieved |              |
| That <b>hit the nail on the head</b> .  | Something that is exactly right              |              |
| That idea came <b>out of the blue</b> . | Completely unexpected                        |              |

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## ACTIVITY BOOK ANSWER KEY

|                                          |                                                          |  |
|------------------------------------------|----------------------------------------------------------|--|
| I have <b>butterflies</b> in my stomach. | Describes a nervous feeling                              |  |
| To save time, I <b>cut corners</b> .     | To achieve something hastily by skipping necessary steps |  |

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Foundational Skills 3D

NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

### Using Idioms in Context

Read the idioms provided in the bank. Use the idioms to fill in the blank spaces in the paragraph. Be sure to use your best cursive, leaving spaces between words. Once you have filled in the blanks, read the completed paragraph to ensure it makes sense and is correct.

#### Idioms

Break a leg!  
Under the weather  
It's raining cats and dogs out there.  
It became a race against the clock.

The day began with huge raindrops falling from the sky. It began to rain harder and harder, so my dad said, "It's raining cats and dogs out there." My mom became nervous about the weather, so she began packing our umbrellas and raincoats. Becoming anxious, I started to worry we would not get to the auditorium in time. I was hoping I would not miss my chance to audition, so "it became a race against the clock." Coming in from the rain, I shook my umbrella and immediately saw Mrs. Anderson. She was waiting for me. "I do not doubt that

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you are going to do well. Just breathe, and do your best," she whispered as I walked onto the stage. "Break a leg!"

I sat down at the piano and took a deep breath. I was so nervous that I started feeling sick, so I wondered if I was under the weather. Once I began playing, I started feeling better and finished strong.

Challenge:

Write a sentence to complete the story above by adding an ending. Use the idiom *hit the nail on the head* in your sentence. Be sure to write neatly in cursive leaving spaces between words.

After the audition, my mom told me I nailed it on the head. I grinned from ear to ear knowing I did a great job.

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Foundational Skills 3D

NAME: \_\_\_\_\_ 13.2 Activity Page  
DATE: \_\_\_\_\_

### Idioms in Context

In each sentence below, use context clues to determine the meaning of the underlined idiom. Write the explanation on the blank line. Be sure to write neatly in cursive leaving spaces between words.

1. Letting the cat out of the bag, my brother told my dad about the surprise party we were planning for Saturday.  
Letting someone know a surprise before the surprise happens.
2. We wanted to play a game of soccer outside, but now that it's raining cats and dogs, I guess we will have to stay indoors.  
It is raining a lot.
3. We all cheered, "Break a leg, Sam," because we wanted him to know that we knew he would do a great job at the talent show.  
Good luck!

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## ACTIVITY BOOK ANSWER KEY

4. The set design team was working against the clock to finish the scenery for the talent show in time.

Working under pressure to turn something in before it is due.

5. Mrs. Anderson was stuck between a rock and hard place trying to juggle piano lessons and preparing for the talent show.

Trying to decide between two difficult tasks.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

14.1

Activity Page

### Fluency Assessment

Read aloud the text below.

#### Rohan and Mittens

Rohan's next door neighbor was Mrs. Garcia. Mrs. Garcia was known in the neighborhood for having eighteen cats, all of whom she lovingly cared for. One day, Rohan was playing outside, and he heard some purring noises coming from Mrs. Garcia's backyard.

Rohan loved to play with Mrs. Garcia's cats, so he went to see what was happening. To his surprise, he found one of Mrs. Garcia's kittens on a tree branch. The poor kitten was stuck, and it was in trouble.

Without hesitation, Rohan decided to help. He gathered some leaves to make a soft landing spot on the ground around the tree in case he or the kitten needed it. Then, he climbed up, reached the little kitten, and gently brought it down. The kitten purred with gratitude.

Mrs. Garcia watched Rohan's act of kindness and smiled warmly. "Thank you, Rohan! You've saved Mittens. I couldn't have reached him without your help."

Rohan beamed with pride. He realized that even a small act of kindness can make a big difference. From that day on, Rohan and Mittens became best buddies.

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Rohan and Mrs. Garcia spent many afternoons together in Mrs. Garcia's backyard. The eighteen cats would playfully chase butterflies, and Mittens would often curl up in Rohan's lap, purring happily.

One day, Mrs. Garcia fell ill and needed to stay in the hospital. Since Rohan knew how much Mrs. Garcia loved her cats, he wanted to help her. So, he fed them and played with them. He took special care of Mittens as if he were his own. He even visited Mrs. Garcia in the hospital. Mrs. Garcia was touched by Rohan's kindness and recovered faster than expected. She returned home to her eighteen happy and healthy cats. She was grateful to have Rohan as a good neighbor and a caring friend.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

14.2

Activity Page

### Fluency Assessment Questions

Read each question, and circle the correct answer.

- What can the reader infer about Rohan in paragraph 3?
  - ☒ Rohan is concerned about the kitten.
  - ☐ Rohan enjoys climbing trees.
  - ☐ Rohan is glad there are leaves on the ground.
  - ☐ Rohan wants to be left alone.
- Why are Rohan's actions important to the story?
  - ☐ His actions make the problem worse.
  - ☒ Rohan's actions solve Mrs. Garcia's problem.
  - ☐ Mrs. Garcia gives the cats to Rohan as a gift.
  - ☐ Rohan's actions encourage others to help.

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## ACTIVITY BOOK ANSWER KEY

3. What was Mrs. Garcia's main problem in the story?
  - a. She needed her backyard cleaned.
  - b. Her kitten was stuck in a tree.**
  - c. She needed someone to take her to the hospital.
  - d. She was lonely and needed a friend.
4. Based on the events that take place at the end of the story, how will Mrs. Garcia most likely feel the next time she needs someone to take care of her cats?
  - a. nervous
  - b. thankful**
  - c. scared
  - d. worried
5. What does the author most likely want the reader to learn from reading this story?
  - a. Small acts of kindness can make a big difference.**
  - b. Treat others the way you want to be treated.
  - c. It is important to be patient.
  - d. Big gifts come in small packages.

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NAME: \_\_\_\_\_ 15.1 Activity Page  
DATE: \_\_\_\_\_

### Reading Assessment

Circle each word as your teacher says it aloud.

- |                    |                 |                |                  |
|--------------------|-----------------|----------------|------------------|
| 1. naysayer        | nameless        | nightlight     | <b>neighbor</b>  |
| 2. trickle         | travel          | <b>trouble</b> | cobble           |
| 3. <b>coughing</b> | coward          | caught         | dolphin          |
| 4. Mon             | Mr.             | <b>Mrs.</b>    | m.               |
| 5. raining         | wreckable       | roadway        | <b>rainbow</b>   |
| 6. imprint         | <b>impress</b>  | igloo          | inform           |
| 7. inside          | <b>insecure</b> | envelope       | impress          |
| 8. shadow          | shiftiness      | shoelace       | <b>shininess</b> |
| 9. <b>runny</b>    | rainy           | rough          | rally            |
| 10. caught         | careless        | clover         | <b>careful</b>   |

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NAME: \_\_\_\_\_ 15.2 Activity Page  
DATE: \_\_\_\_\_

### Spelling Assessment

Write each word as your teacher says it out loud. Write neatly in cursive, leaving spaces between words when applicable.

1. *eighteen (eigh' word)*
2. *bottle (final stable syllable)*
3. *enough (ough' word)*
4. *Mr. (abbreviation for Mister)*
5. *something (compound word)*
6. *impossible (im- prefix)*
7. *invisible (in- prefix)*
8. *loneliness (-ness suffix)*
9. *gritty (-y suffix)*
10. *hauntingful (-ful suffix)]*
11. *The student got in hot water for acting out in class. (idiom)*

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# Overview of the Grade 3 Skills Program

## THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, he or she will not be able to achieve reading comprehension, no matter how much oral language he or she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ( $D > 0$ ) and you also have some language comprehension ability ( $C > 0$ ), you will probably also have some reading comprehension ability ( $R > 0$ ). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability ( $D = 0$ )? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ( $C = 0$ )? It means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ( $D > 0$ ) but not language comprehension ability ( $C = 0$ ). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ( $D > 0$ ), but they would have scored a zero on any measure of language comprehension ( $C = 0$ ). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ( $D = 0$ ). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ( $C > 0$ ). Between Milton and his daughters, you might say, there was reading comprehension ( $R$ ), but the younger generation brought the decoding skills ( $D$ ) and the elderly poet brought the language comprehension ( $C$ ).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the



course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills ( $D > 0$ ), but you would be lacking language comprehension ( $C = 0$ ). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

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## HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills ( $D$ ) and language comprehension ability ( $C$ ); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children throughout Grades K–3. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–3.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, thus increasing the range of materials they are equipped to understand, first orally and later

via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in the second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent, while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more

of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English, this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

## **TWO MISCONCEPTIONS ABOUT READING AND WRITING**

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time, it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

## **LEARNING TO READ AND WRITE IS NOT NATURAL**

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken but not written or read.

Ten thousand years ago this was the norm rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do

without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves that the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

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### **LEARNING TO READ AND WRITE IS NOT EASY**

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one-to-one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. To read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare 'B' to 'b,' 'D' to 'd,' 'H' to 'h,' 'R' to 'r,' and 'Q' to 'q.' At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program, we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that many letters in English can be pronounced in different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e,' and realize it controls the pronunciation of the 'a' earlier.

Even without these additions, it is clear that the English writing system is quite complicated.

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## THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach

a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

## KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program includes explicit, systematic phonic instruction in which students are taught target skills needed to independently decode and encode words.
- This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences they have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound

correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.

- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings, preferring to have students learn to read and write with regular words that can be blended and spelled by the letter-sound correspondences taught.
- High-frequency words compiled from a research-based list for Grade 3 are also taught as they appear in the unit Readers. They are revisited frequently to build automaticity and fluency.
- This program avoids letter names because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”

## THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 3. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the basic code for each of the 44 phonemes. The basic code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, and ‘m’ > /m/. Basic code spellings may also include digraphs, or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, and ‘th’ > /th/. Other basic code spellings include separated digraphs, such as ‘a\_e’ > /ae/, and ‘o\_e’ > /oe/.

The advanced code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ae/, and ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the basic and advanced code.

# Basic and Advanced Code: Consonants

| Phoneme | Basic Code Spelling | Advanced Code Spelling             | Example Words                                                       |
|---------|---------------------|------------------------------------|---------------------------------------------------------------------|
| /b/     | 'b'                 | 'bb'                               | <b>bat, ebb</b>                                                     |
| /ch/    | 'ch'                | 'tch,'t'                           | <b>chop, watch, future</b>                                          |
| /d/     | 'd'                 | 'dd,'ed'                           | <b>mad, rudder, played</b>                                          |
| /f/     | 'f'                 | 'ff,'ph,'gh'                       | <b>fox, stuff, phone, rough</b>                                     |
| /g/     | 'g'                 | 'gg,'gu,'gh,'gue'                  | <b>get, egg, guess, ghost, vague</b>                                |
| /h/     | 'h'                 | 'wh'                               | <b>hat, who</b>                                                     |
| /j/     | 'j'                 | 'g','dge','dg','ge','d'            | <b>jump, giant, judge, judging, barge, education</b>                |
| /k/     | 'c','k'             | 'ck','cc','ch'                     | <b>cat, kit, rock, raccoon, school</b>                              |
| /l/     | 'l'                 | 'll'                               | <b>lip, bell</b>                                                    |
| /m/     | 'm'                 | 'mm','mn','mb'                     | <b>mat, hammer, hymn, lamb</b>                                      |
| /n/     | 'n'                 | 'nn','kn','gn'                     | <b>net, runner, knot, gnat</b>                                      |
| /ng/    | 'ng'                | 'n'                                | <b>thing, think</b>                                                 |
| /p/     | 'p'                 | 'pp'                               | <b>pit, pepper</b>                                                  |
| /qu/    | 'qu'                |                                    | <b>quit</b>                                                         |
| /r/     | 'r'                 | 'rr','wr','rh'                     | <b>red, squirrel, wrong, rhombus</b>                                |
| /s/     | 's'                 | 'ss','c','sc','st','ce','se'       | <b>sit, dress, city, science, whistle, prince, rinse</b>            |
| /sh/    | 'sh'                | 'ss','s','ch','ssi','si','ti','ci' | <b>ship, assure, sure, chef, session, tension, Martian, Grecian</b> |
| /t/     | 't'                 | 'tt','ed','bt'                     | <b>top, mitt, walked, doubt</b>                                     |
| /th/    | 'th'                |                                    | <b>thin</b>                                                         |
| /th/    | 'th'                | 'the'                              | <b>them, bathe</b>                                                  |
| /v/     | 'v'                 | 've'                               | <b>vet, valve</b>                                                   |
| /w/     | 'w'                 | 'wh'                               | <b>wet, when</b>                                                    |
| /x/     | 'x'                 |                                    | <b>tax</b>                                                          |
| /y/     | 'y'                 |                                    | <b>yes</b>                                                          |
| /z/     | 'z'                 | 'zz'                               | <b>zip, buzz</b>                                                    |
| /zh/    | (none)              | 'ge','j','s'                       | <b>garage, Jacques, treasure</b>                                    |



### Basic and Advanced Code: Vowels

| Phoneme   | Basic Code Spelling | Advanced Code Spelling                        | Example Words                                                               |
|-----------|---------------------|-----------------------------------------------|-----------------------------------------------------------------------------|
| /a/       | 'a'                 |                                               | cat                                                                         |
| /ae/      | 'a_e'               | 'a,'ai,'ay,'ei,'ey,'eigh,'<br>'ea,'aigh'      | date, baby, rain, tray,<br>vein, prey, eight, steak,<br>straight            |
| /ar/      | 'ar'                |                                               | arm                                                                         |
| /aw/      | 'aw'                | 'au,'ough,'augh,'al'                          | paw, pause, ought,<br>naughty, wall                                         |
| /e/       | 'e'                 | 'ea,'ai,'ay,'a,'ie'                           | bed, head, said, says,<br>many, friend                                      |
| /ee/      | 'ee'                | 'e,'ea,'y,'e_e,'ey,'ie,'<br>'i,'ei'           | bee, me, meat, bunny,<br>scene, key, chief,<br>variation, receive           |
| /er/      | 'er'                | 'ir,'ur,'or,'ar,'ear,'urr,'<br>'our'          | her, fir, fur, work, dollar,<br>earth, hurry, courage                       |
| /i/       | 'i'                 | 'y,'ui,'i_e'                                  | sit, gym, build, give                                                       |
| /ie/      | 'i_e'               | 'i,'igh,'ie,'y,'y_e,'ye,'<br>'uy'             | fine, find, high, pie, my,<br>style, bye, guy                               |
| /o/       | 'o'                 | 'a,'wa'                                       | hot, lava, water                                                            |
| /oe/      | 'o_e'               | 'o,'oe,'ow,'oa'                               | rope, no, toe, snow, boat                                                   |
| /oi/      | 'oi'                | 'oy'                                          | oil, boy                                                                    |
| /oo/      | 'oo'                | 'o_e,'u,'u_e,'ue,'ew,'o,'<br>'ou,'ui,'eu,'oe' | soon, approve, super,<br>tune, blue, new, do,<br>soup, fruit, neutral, shoe |
| /oo/      | 'oo'                | 'u,'oul'                                      | wood, put, could                                                            |
| /ou/      | 'ou'                | 'ow,'ough'                                    | out, now, bough                                                             |
| /or/      | 'or'                | 'ore,'our,'oor,'oar,'ar'                      | for, bore, four, door,<br>soar, award                                       |
| /u/       | 'u'                 | 'o,'ou,'o_e,'e'                               | but, among, touch,<br>come, the                                             |
| /ue/      | 'u_e'               | 'u,'ue,'ew'                                   | cute, pupil, hue, few                                                       |
| /ə/       | 'a'                 | 'e'                                           | about, debate                                                               |
| /e/ + /l/ | 'al'                | 'le,'el,'ul,'il'                              | animal, apple, travel,<br>awful, pencil                                     |

## TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e,’ as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest that you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the ‘ai’ in *said*). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

## SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not.

There is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

Tricky Words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

## CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term *digraph*, or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

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## **SMALL-GROUP WORK**

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

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## **ADJUSTING THE SPEED OF INSTRUCTION**

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to accelerate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies

for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of acceleration can be moved to the appropriate group, while students who are making progress can advance.



## Appendix B:

# Grade 3 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 3.

## UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: *wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear* (hear/wear), *eer, ore, ere* (here/there), *air, are*
- read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words *baobab, desert, drought, encouragement, flooded, neighbors, pirates, solution, and tortoise*
- read and spell the high-frequency words *night, about, tree, story, thought, every, began, hard, important, river, small, and near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

## UNIT 2

- read and spell words that follow a VCV syllable division pattern
- read and spell multisyllabic words with open syllables
- identify the meaning of and use words with the *-ed* and *-ing* affixes
- read and spell the Tricky Words *engine, curious, dangerous, leopard, camouflage, territorial, favorite, and success*
- read and spell the high-frequency words *talk, head, eyes, book, being, run, drink, long, much, keep, and going*



- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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### UNIT 3

- read and spell multisyllabic words with VCe syllables
- read and spell words with suffixes that change the base word by dropping final 'e'
- read and pronounce the Tricky Words *building, muscles, blood, soldiers, bacteria, sugar, pressure, tissue, and intestines*
- read and spell the high-frequency words *grow, better, next, open, food, carry, clean, feet, and while*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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### UNIT 4

- read and spell multisyllabic words with vowel teams
- read and spell words with prefixes
- identify the meaning of and use words with the *un-*, *pre-*, *re-*, *dis-*, and *mis-* prefixes
- read and spell words with suffixes that change the base word by dropping final 'e'

- Identify the meaning of words with the *-ist*, *-ian*, and *-al* suffixes
- identify, use, spell, and explain the meaning of homophones
- read and spell the Tricky Words *adventure*, *lifeguard*, *delicious*, and *library*
- read and spell the high-frequency words *always*, *sometimes*, *something*, *idea*, *fall*, *never*, *draw*, *paper*, *last*, and *today*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

## UNIT 5

- read and spell multisyllabic words with r-controlled syllables
- read words with the sound-spelling pattern 'en'
- read and spell VCCCV words using syllable division patterns
- read and spell multisyllabic words with suffixes *-ous*, *-ly*, *-ive*, and *-y*
- read and spell the Tricky Words *carousel*, *figure*, *guitar*, *silhouette*, and *sorry*
- read and spell the high-frequency words *hear*, *saw*, *close*, *those*, *stop*, *got*, *might*, *light*, *white*, and *warm*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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## UNIT 6

- read and spell contractions with *not*, *is*, *are*, *will*, and *had*
- read multisyllabic words with final stable syllables *-ble*, *-dle*, *-gle*, *-sle*, *-zle*, *-ple*, *-cle*, *-kle*, and *-ckle*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify how suffixes change the meaning of words
- read and spell the Tricky Words *through*, *thought*, *spaghetti*, *laughed*, *beautiful*, *journeys*, *diamond*, *suggested*, and *knowledge*
- read and spell the high-frequency words *earth*, *life*, *high*, *done*, *far*, *mountains*, *together*, *often*, and *under*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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## UNIT 7

- read and spell multisyllabic words with diphthongs
- spell homophones
- spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- identify, use, and explain the meaning of homophones and homographs
- read and spell the Tricky Words *accidental*, *accidents*, *ancient*, *breathe*, *patient*, *patrolling*, *technician*, *temperature*, and *unusual*

- read and spell the high-frequency words *real, hurt, begin, both, start, above, once, and example*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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## UNIT 8

- identify, use, spell, and explain the meaning of homophones
- read and spell multisyllabic words with vowel teams *ai, ay, oo, ew, ue, and ui*
- read and spell abbreviations
- read and spell words with prefixes *anti-, in-, and pro-*
- read the Tricky Words *algae, Australia, culture, marsupial, Melbourne, penguin, sanctuary, and structure*
- read and spell the high-frequency words *side, country, city, try, sea, took, kind, without, and family*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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## UNIT 9

- identify and explain synonyms and antonyms

- read and spell words with affixes *im-*, *non-*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *non-* (not), and *-ful* (full of) affixes
- read and spell multisyllabic words with the sound-spelling patterns for soft 'g' and soft 'c'
- read and spell multisyllabic words with digraphs *kn*, *wr*, and *mb*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, spell, and explain the meaning of homophones
- identify, use, and explain the meaning of homographs
- alphabetize a series of words to the third letter
- read and spell and spell the Tricky Words *Williamsburg*, *Virginia*, *Massachusetts*, *immediately*, and *gone*
- read and spell the high-frequency words *father*, *own*, *open*, *along*, *plant*, *last*, *only*, *young*, and *few*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

## UNIT 10

- read and spell multisyllabic words with the sound-spelling patterns 'eigh' and 'ough'
- read multisyllabic words with final stable syllables *-ble*, *-tle*, and *-gle*
- read abbreviations
- read and spell compound words
- read and spell words with affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes

- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms
- read and spell the Tricky Words *brilliant, journey, technique, rhythm, language, distinguishing, doubting, conquer, natural, rhythms, annual, and stomach*
- read and spell the high-frequency words *eight, school, enough, show, watch, song, almost, and list*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time



## Appendix C:

# Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.



To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stom·pede*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in kindergarten.

Two closed syllables in a word are divided as follows:

When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

*ad·mit*

*nap·kin*

*trum·pet*

For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

*traff·ic*

*muff·in*

*happ·en*

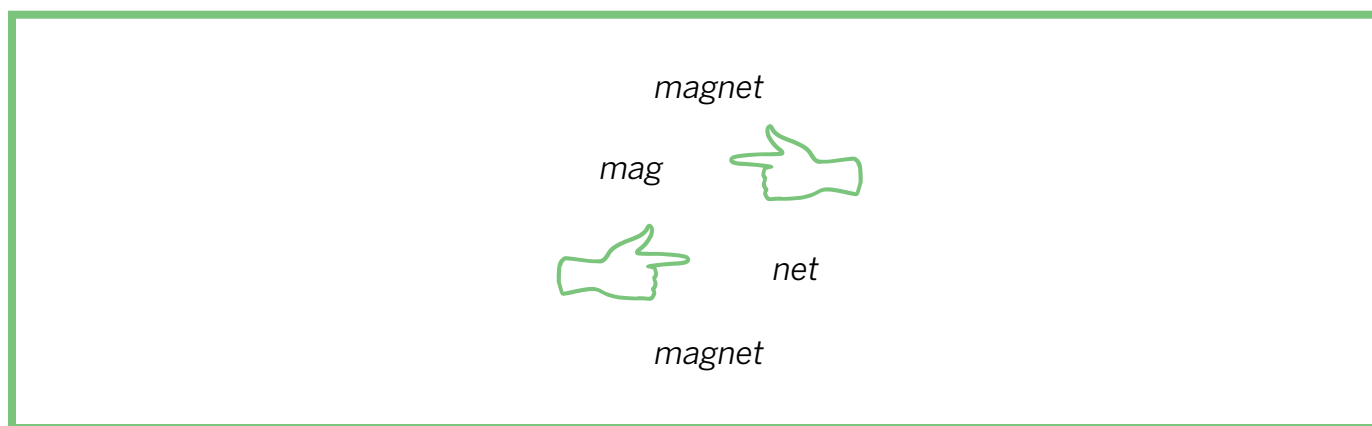
When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon·ster*

*con·tract*

*pil·grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar·get*

*for·get*

*es·cape*

*ig·loo*

*scoun·drel*

*char·coal*

In Grades 2 and 3, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use

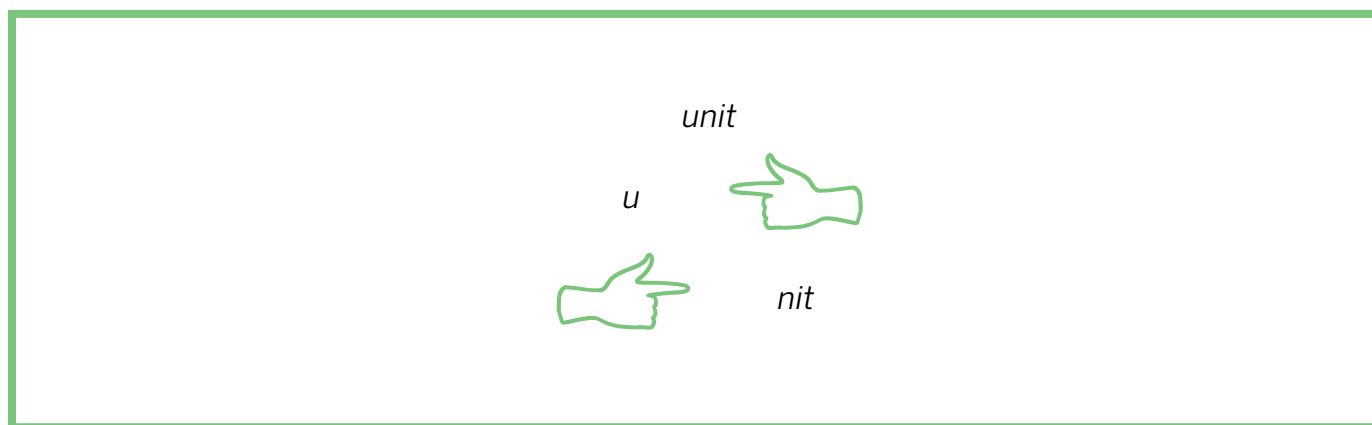
a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

*pu · pil*

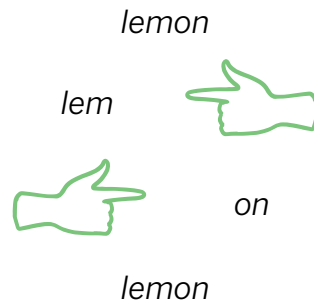
*vi · rus*

*mo · ment*



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. To recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

If the word divides after the consonant, a closed syllable is created:



*cam · el*

*mel · on*

*pun · ish*

In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is straightforward.

When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words.

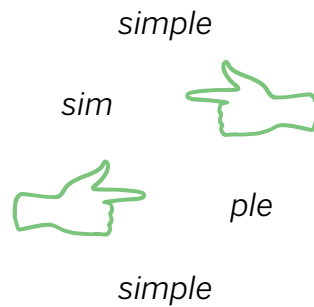
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout      de · pos · it      med · al      e · vil      nick · el      lo · tion*

As noted earlier, the Consonant–LE Syllable is a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

*pre · tend      non · sense      re · peat      self · ish      sad · ness      help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Foundational Skills 10

### Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

|            |                                                                                                                                                                                |                                                                                                                                |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                    | p. 7, p. 11, p. 16, p. 20, p. 24, p. 28, p. 32, p. 36, p. 40, p. 44, p. 61, p. 65, p. 68, p. 73, p. 78, p. 82, p. 94, p. 98    |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                               | p. 7, p. 9, p. 32, p. 34, p. 54, p. 58, p. 61, p. 65, p. 86, p. 90                                                             |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | p. 40, p. 44, p. 48, p. 51, p. 86, p. 90, p. 94, p. 96, p. 108, p. 109, p. 112, p. 113                                         |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                          | p. 24, p. 26, p. 32, p. 34, p. 40, p. 42, p. 48, p. 50, p. 54, p. 56, p. 58, p. 61, p. 63, p. 65, p. 86, p. 88, p. 102, p. 104 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations                                                                                                     | p. 108, p. 109, p. 111                                                                                                         |

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

|                |                                                                                                                                                                                        |                                                                                                                     |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.i   | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;                                                                                         | p. 7, p. 9, p. 11, p. 32, p. 34, p. 36, p. 108, p. 111, p. 118, p. 119, p. 122                                      |
| TEKS 3.2.A.ii  | decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | p. 16, p. 18, p. 20, p. 24, p. 26, p. 28, p. 108, p. 111, p. 118, p. 119, p. 122                                    |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations;                                                                                                                              | p. 40, p. 42, p. 44, p. 48, p. 50, p. 51, p. 54, p. 56, p. 61, p. 63, p. 65, p. 108, p. 111, p. 118, p. 119, p. 122 |
| TEKS 3.2.A.iv  | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;                                                                          |                                                                                                                     |
| TEKS 3.2.A.v   | decoding words using knowledge of prefixes;                                                                                                                                            | p. 68, p. 70, p. 73, p. 86, p. 88, p. 90, p. 108, p. 111, p. 118, p. 119, p. 122                                    |
| TEKS 3.2.A.vi  | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and                           | p. 78, p. 80, p. 82, p. 86, p. 90, p. 108, p. 111, p. 118, p. 122                                                   |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list;                                                                                                               | p. 7, p. 11, p. 16, p. 20, p. 24, p. 28, p. 32, p. 36, p. 40, p. 44, p. 54, p. 58, p. 68, p. 73                     |

(B) demonstrate and apply spelling knowledge by:

|                |                                                                                                                                                                                        |                                                                                         |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| TEKS 3.2.B.i   | spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | p. 16, p. 18, p. 108, p. 111, p. 118, p. 119, p. 122                                    |
| TEKS 3.2.B.ii  | spelling homophones;                                                                                                                                                                   |                                                                                         |
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations;                                                                                                                              | p. 40, p. 42, p. 48, p. 50, p. 58, p. 61, p. 63, p. 108, p. 111, p. 118, p. 119, p. 122 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Foundational Skills 10

| Foundational Skills 10                                                                                                                                                                                                                        |                                                                                                                                                                                                  | Correlation—Teacher's Guide                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.B.iv                                                                                                                                                                                                                                 | spelling multisyllabic words with multiple sound-spelling patterns;                                                                                                                              | p. 7, p. 9, p. 24, p. 26, p. 32, p. 34, p. 108, p. 111, p. 118, p. 119, p. 122                                                                                                                 |
| TEKS 3.2.B.v                                                                                                                                                                                                                                  | spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                                                                                                       |                                                                                                                                                                                                |
| TEKS 3.2.B.vi                                                                                                                                                                                                                                 | spelling words using knowledge of prefixes; and                                                                                                                                                  | p. 68, p. 70, p. 86, p. 88, p. 108, p. 111, p. 118, p. 119, p. 122                                                                                                                             |
| TEKS 3.2.B.vii                                                                                                                                                                                                                                | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;                                         | p. 78, p. 80, p. 82, p. 86, p. 88, p. 108, p. 111, p. 118, p. 119, p. 122                                                                                                                      |
| TEKS 3.2.C                                                                                                                                                                                                                                    | alphabetize a series of words to the third letter; and                                                                                                                                           |                                                                                                                                                                                                |
| TEKS 3.2.D                                                                                                                                                                                                                                    | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.                                                                                         | p. 7, p. 9, p. 16, p. 18, p. 24, p. 26, p. 32, p. 34, p. 40, p. 42, p. 48, p. 50, p. 61, p. 63, p. 68, p. 70, p. 78, p. 82, p. 86, p. 88, p. 94, p. 98, p. 102, p. 105, p. 118, p. 119, p. 122 |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:                              |                                                                                                                                                                                                  |                                                                                                                                                                                                |
| TEKS 3.3.A                                                                                                                                                                                                                                    | use print or digital resources to determine meaning, syllabication, and pronunciation;                                                                                                           | p. 7, p. 11, p. 16, p. 20, p. 24, p. 28, p. 32, p. 36, p. 40, p. 44, p. 78, p. 82                                                                                                              |
| TEKS 3.3.B                                                                                                                                                                                                                                    | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;                                                                                | p. 7, p. 11, p. 16, p. 20, p. 32, p. 36, p. 40, p. 44, p. 68, p. 73, p. 78, p. 82, p. 94, p. 98                                                                                                |
| TEKS 3.3.C                                                                                                                                                                                                                                    | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-full</i> ; and | p. 68, p. 70, p. 78, p. 80, p. 82, p. 86, p. 88, p. 108, p. 109, p. 111, p. 118, p. 119, p. 122                                                                                                |
| TEKS 3.3.D                                                                                                                                                                                                                                    | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.                                                                                      | p. 94, p. 96, p. 98, p. 102, p. 104, p. 105, p. 108, p. 109, p. 111, p. 118, p. 119, p. 122                                                                                                    |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:                       |                                                                                                                                                                                                  |                                                                                                                                                                                                |
| TEKS 3.4                                                                                                                                                                                                                                      | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.                                                                                                             | p. 48, p. 51, p. 54, p. 58, p. 61, p. 65, p. 86, p. 90, p. 102, p. 105, p. 108, p. 109, p. 112, p. 113                                                                                         |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:                  |                                                                                                                                                                                                  |                                                                                                                                                                                                |
| TEKS 3.5                                                                                                                                                                                                                                      | self-select text and read independently for a sustained period of time.                                                                                                                          | p. 108, p. 109, p. 111, p. 118, p. 119, p. 124                                                                                                                                                 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |                                                                                                                                                                                                  |                                                                                                                                                                                                |
| TEKS 3.6.A                                                                                                                                                                                                                                    | establish purpose for reading assigned and self-selected texts                                                                                                                                   |                                                                                                                                                                                                |
| TEKS 3.6.B                                                                                                                                                                                                                                    | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                                     |                                                                                                                                                                                                |
| TEKS 3.6.C                                                                                                                                                                                                                                    | make, correct, or confirm predictions using text features, characteristics of genre, and structures                                                                                              |                                                                                                                                                                                                |
| TEKS 3.6.D                                                                                                                                                                                                                                    | create mental images to deepen understanding                                                                                                                                                     |                                                                                                                                                                                                |
| TEKS 3.6.E                                                                                                                                                                                                                                    | make connections to personal experiences, ideas in other texts, and society                                                                                                                      |                                                                                                                                                                                                |
| TEKS 3.6.F                                                                                                                                                                                                                                    | make inferences and use evidence to support understanding                                                                                                                                        |                                                                                                                                                                                                |
| TEKS 3.6.G                                                                                                                                                                                                                                    | evaluate details read to determine key ideas                                                                                                                                                     |                                                                                                                                                                                                |

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| TEKS 3.6.H                                                                                                                                                                                                                                                                                                                     | synthesize information to create new understanding                                                                                                         |  |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                                     | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down |  |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:                                                                                             |                                                                                                                                                            |  |
| TEKS 3.7.A                                                                                                                                                                                                                                                                                                                     | describe personal connections to a variety of sources including self-selected texts                                                                        |  |
| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                     | write a response to a literary or informational text that demonstrates an understanding of a text                                                          |  |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                     | use text evidence to support an appropriate response                                                                                                       |  |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                     | retell and paraphrase texts in ways that maintain meaning and logical order                                                                                |  |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                     | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                      |  |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                     | respond using newly acquired vocabulary as appropriate                                                                                                     |  |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                     | discuss specific ideas in the text that are important to the meaning                                                                                       |  |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:                    |                                                                                                                                                            |  |
| TEKS 3.8.A                                                                                                                                                                                                                                                                                                                     | infer the theme of a work, distinguishing theme from topic                                                                                                 |  |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                     | explain the relationships among the major and minor characters                                                                                             |  |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                     | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                                  |  |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                     | explain the influence of the setting on the plot                                                                                                           |  |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |                                                                                                                                                            |  |
| TEKS 3.9.A                                                                                                                                                                                                                                                                                                                     | demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths     |  |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                     | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                         |  |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                     | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                              |  |
| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                 |                                                                                                                                                            |  |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                   | the central idea with supporting evidence                                                                                                                  |  |
| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                  | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                                  |  |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                 | organizational patterns such as cause and effect and problem and solution                                                                                  |  |



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| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |  |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                  | identifying the claim                                                                                                                                             |  |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | distinguishing facts from opinion                                                                                                                                 |  |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                | identifying the intended audience or reader                                                                                                                       |  |
| TEKS 3.9.F                                                                                                                                                                                                                                                                                                                                                                                                    | recognize characteristics of multimodal and digital texts                                                                                                         |  |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: |                                                                                                                                                                   |  |
| TEKS 3.10.A                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author's purpose and message within a text                                                                                                            |  |
| TEKS 3.10.B                                                                                                                                                                                                                                                                                                                                                                                                   | explain how the use of text structure contributes to the author's purpose                                                                                         |  |
| TEKS 3.10.C                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author's use of print and graphic features to achieve specific purposes                                                                               |  |
| TEKS 3.10.D                                                                                                                                                                                                                                                                                                                                                                                                   | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes       |  |
| TEKS 3.10.E                                                                                                                                                                                                                                                                                                                                                                                                   | identify the use of literary devices, including first- or third-person point of view                                                                              |  |
| TEKS 3.10.F                                                                                                                                                                                                                                                                                                                                                                                                   | discuss how the author's use of language contributes to voice                                                                                                     |  |
| TEKS 3.10.G                                                                                                                                                                                                                                                                                                                                                                                                   | identify and explain the use of hyperbole                                                                                                                         |  |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:                                                                                                                                         |                                                                                                                                                                   |  |
| TEKS 3.11.A                                                                                                                                                                                                                                                                                                                                                                                                   | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |  |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |  |
| TEKS 3.11.B.i                                                                                                                                                                                                                                                                                                                                                                                                 | organizing with purposeful structure, including an introduction and conclusion                                                                                    |  |
| TEKS 3.11.B.ii                                                                                                                                                                                                                                                                                                                                                                                                | developing an engaging idea with relevant details                                                                                                                 |  |
| TEKS 3.11.C                                                                                                                                                                                                                                                                                                                                                                                                   | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       |  |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                   |  |
| TEKS 3.11.D                                                                                                                                                                                                                                                                                                                                                                                                   | edit drafts using standard English conventions                                                                                                                    |  |
| TEKS 3.11.D.i                                                                                                                                                                                                                                                                                                                                                                                                 | complete simple and compound sentences with subject-verb agreement                                                                                                |  |
| TEKS 3.11.D.ii                                                                                                                                                                                                                                                                                                                                                                                                | past, present, and future verb tense                                                                                                                              |  |
| TEKS 3.11.D.iii                                                                                                                                                                                                                                                                                                                                                                                               | singular, plural, common, and proper nouns                                                                                                                        |  |
| TEKS 3.11.D.iv                                                                                                                                                                                                                                                                                                                                                                                                | adjectives, including their comparative and superlative forms                                                                                                     |  |

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| TEKS 3.11.D.v                                                                                                                                                                                                                                | adverbs that convey time and adverbs that convey manner                                                                                                         |  |
| TEKS 3.11.D.vi                                                                                                                                                                                                                               | prepositions and prepositional phrases                                                                                                                          |  |
| TEKS 3.11.D.vii                                                                                                                                                                                                                              | pronouns, including subjective, objective, and possessive cases                                                                                                 |  |
| TEKS 3.11.D.viii                                                                                                                                                                                                                             | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                  |  |
| TEKS 3.11.D.ix                                                                                                                                                                                                                               | capitalization of official titles of people, holidays, and geographical names and places                                                                        |  |
| TEKS 3.11.D.x                                                                                                                                                                                                                                | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                  |  |
| TEKS 3.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |  |
| TEKS 3.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |  |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:               |                                                                                                                                                                 |  |
| TEKS 3.12.A                                                                                                                                                                                                                                  | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                         |  |
| TEKS 3.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |  |
| TEKS 3.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |  |
| TEKS 3.12.D                                                                                                                                                                                                                                  | compose correspondence such as thank you notes or letters                                                                                                       |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |  |
| TEKS 3.13.A                                                                                                                                                                                                                                  | generate questions on a topic for formal and informal inquiry                                                                                                   |  |
| TEKS 3.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |  |
| TEKS 3.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |  |
| TEKS 3.13.D                                                                                                                                                                                                                                  | identify primary and secondary sources                                                                                                                          |  |
| TEKS 3.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |  |
| TEKS 3.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |  |
| TEKS 3.13.G                                                                                                                                                                                                                                  | create a works cited page                                                                                                                                       |  |
| TEKS 3.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   |  |

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                 |                                                 |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English;                                                                                                                                                          |                                                 |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources;                                                                                                                          | p. 92                                           |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;                                                              | p. 56                                           |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);             | p. 63                                           |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;                                                           | p.14, p.20, p. 50, p. 56, p. 65, p. 106, p. 112 |
| ELPS 1.F | use accessible language and learn new and essential language in the process;                                                                                                                                                    |                                                 |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;                                   | p. 38                                           |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations. |                                                 |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                    |              |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease;                                                                        |              |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; | p. 36, p. 42 |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;                 |              |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;                           | p. 106       |

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| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;                                                                                                                                                                                                       | p. 28, p. 52, p. 97                        |
| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;                                                                                                                                                                                           |                                            |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;                                                                                                                                                                 | p. 104                                     |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and                                                                                                                                                                                                        | p. 63                                      |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.                                                                   |                                            |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: |                                                                                                                                                                                                                                                                                                                                                   |                                            |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;                                                                                                                                          | p. 71, p. 81, p. 88                        |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication; |                                            |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;                                                                                                                                                                            | p. 71, p. 81, p. 88, p. 100                |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;                                                                                                                                                                                                              | p. 14, p. 20, p. 52, p. 97, p. 106, p. 112 |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | share information in cooperative learning interactions;                                                                                                                                                                                                                                                                                           | p. 36, p. 42, p. 85                        |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;                                       | p. 50                                      |
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;                                                                                                                                            | p. 38                                      |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | narrate, describe, and explain with increasing specificity and detail as more English is acquired;                                                                                                                                                                                                | p. 50                              |
| ELPS 3.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | adapt spoken language appropriately for formal and informal purposes; and                                                                                                                                                                                                                         | p. 63                              |
| ELPS 3.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.                                                                                                                                   |                                    |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: |                                                                                                                                                                                                                                                                                                   |                                    |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;                                                        | p. 71, p. 81, p. 88                |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | recognize directionality of English reading such as left to right and top to bottom;                                                                                                                                                                                                              |                                    |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;                                                                                                                   |                                    |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;                                                                                                               |                                    |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;                                                                                                                                                           | p. 52, p. 97                       |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;      | p. 11, p. 44, p. 52, p. 97, p. 104 |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;                                                                  | p. 60, p. 65, p. 73, p. 85, p. 100 |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read silently with increasing ease and comprehension for longer periods;                                                                                                                                                                                                                          |                                    |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs; | p. 38, p. 60                       |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Foundational Skills 10

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                         |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and      | p. 38               |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.                                                                                |                     |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: |                                                                                                                                                                                                                                                                                                         |                     |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | learn relationships between sounds and letters of the English language to represent sounds when writing in English;                                                                                                                                                                                     | p. 26               |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | write using newly acquired basic vocabulary and content-based grade-level vocabulary;                                                                                                                                                                                                                   | p. 106, p. 112      |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;                                                                                                                                             | p. 26, p. 81, p. 88 |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;                                                                                                   |                     |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe 's') correctly; and (iii) using negatives and contractions correctly; | p. 14, p. 20        |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and                                                                                                   |                     |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.                                                                                                                                                                |                     |







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