

GRADE 3 FOUNDATIONAL SKILLS UNIT 1

Teacher Guide

Grade 3

Foundational Skills 1

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.

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Grade 3 | Foundational Skills 1 Introduction

WELCOME

Dear Third Grade Teacher,

Welcome! This program was carefully researched and crafted to make every student in your classroom a reader

Some key aspects of the Grade 3 Skills Program are listed below.

- This program teaches reading and spelling in tandem, because they are reciprocal processes. English spelling 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 phonics 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 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 spelling 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.
- 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.
- 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 remainder of this introduction will provide you with an overview of the various materials included in the Grade 3 Skills Program, general unit and lesson features, and detailed information about this first unit of Skills instruction and how you will determine whether your students have the prerequisite skills needed to be successful in the Grade 3 program.

GRADE 3 SKILLS PROGRAM COMPONENTS

Teacher Components

- Teacher Guide (one per unit)
- Spelling Card Set
- Fluency Supplement (in the program's online materials)
- Digital Components (in the program's online materials)

Student Components

- · Individual Code Chart
- Activity Book (one copy per student per unit)
- Reader (one copy per student per unit)

COMPONENT DESCRIPTIONS

Teacher Components Teacher Guide

Each Skills Teacher Guide includes daily lessons that provide detailed directions for all Skills instruction. The Teacher Guide will indicate whether instruction and/or accompanying activities should be presented as a whole group, small group, or independent practice. Instruction and exercises should be presented in the order listed in the Lesson at a Glance chart.

Spelling Cards

The Spelling Cards in Unit 1 should be used as new sound/spelling correspondences are introduced and may also be used at any time during the year with individual or groups of students in need of targeted acceleration and practice. Students who participated in Grade 2 are very familiar with the introduction and review of letter-sound correspondences using the Spelling Cards. Each Spelling Card is printed front and back. One side of the card shows the sound. The other side of the card shows three things: the top of the card shows the spelling; the bottom shows a sample word containing the spelling; in the middle is something called a power bar. The power bar gives an indication of how common the spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words.

Also note that vowel sound spellings will always be written in green on the Spelling Cards because when saying a vowel sound, the mouth is wide open, letting the air "go"; the one exception to this are the r-controlled vowel sound spellings which are written in blue. Consonant sound spellings are written in red.

Fluency Supplement

The Fluency Supplement, available in the program's online materials, was created to accompany Grade 3 materials and is for use at your discretion. It consists of short poetry, fiction, nonfiction selections, and Reader's Theater. These additional text selections provide opportunities for students to practice reading with fluency and expression (prosody). The selections are grouped by unit; selection topics relate to the content of the respective unit's student Reader.

The selections within a given unit can be used in any order, though they are arranged in the supplement according to word count, starting with the shortest selections. At the beginning of each week, it is suggested that you choose an online selection and make sufficient copies for each student. Early in the week, you should take time to model reading the selection aloud to all students. Then, students should take the selection home to practice reading aloud throughout the week. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday. At the end of the week, you should select a few students to individually read the selection aloud and/or have a few students choral read the selection. Be sure to provide opportunities for different students to read aloud each week. You may also wish to use these selections to assess students' performance in fluency and expression (prosody). A fluency rubric is included to help track students' progress toward fluent reading. For more information on implementation, along with the take-home letter for families, please consult the supplement.

Digital Components

The program's digital components include copies of all sections in the student Reader and the activity pages for each unit, so these materials may be displayed or projected for all to see. In addition, whenever a lesson directs a teacher to create charts and/or to write substantive material on the board, the same materials are also included in the unit's digital components to facilitate projection, if you prefer to display them in that way.

Student Components Individual Code Chart

Students will use the Individual Code Chart to record the vowel sound/spelling correspondences and consonant sound/spelling correspondences that they learn. These charts are a good way for students to have at hand a guide to help them remember what they have learned. You may wish to encourage students to refer to the Individual Code Chart when reading and spelling independently. A copy of the Grade 3 Individual Code Chart is included in Teacher Resources at the back of this Teacher Guide for your reference.

Activity Book

The student Activity Book pages are organized by lesson; the Teacher Guide provides directions within each lesson as to when and how each activity page should be used. Some pages are designed to be completed as a group with teacher assistance, while other pages are intended to be completed independently by each student. In addition to practice exercises for reinforcement of skills, the Activity Book also includes assessment pages, homework, copies of the stories read in class, and take-home letters for family members. On the program's digital components site, you will find a digital version of the Activity Book so it can be displayed or projected for all to see as you give directions and/or provide scaffolded instruction, modeling how to complete each page.

Reader

The Readers for each unit contain 100 percent decodable text for students to read. There is one Reader for each unit, and all students should have their own copy. The last page of each Reader identifies new code knowledge introduced in the current unit.

By Grade 3, students have learned most of the code knowledge needed to confidently tackle natural text in any grade-level-appropriate book. Not every word in the Reader is decodable; however, students are taught to segment these words using the code knowledge they have learned to read challenging, unfamiliar words. The Readers are designed for students to grapple with complex text, including many new content-specific vocabulary words. They learn to use a glossary, as needed, to better understand the text.

Students will be engaging in repeated readings of the Reader. Repeated readings is a research-based strategy that enhances student fluency and rate by providing opportunities for students to practice reading passages multiple times. Through repetition, students develop greater familiarity with the text, leading to improved fluency, accuracy, and speed. This approach allows students to internalize vocabulary, syntax, and comprehension strategies, ultimately boosting their overall reading proficiency. Students will have the opportunity to practice repeated readings in Units 1, 2, 7, 9 and 10.

Note: 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.

UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A **Table of Contents** provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit.
- Individual **Lessons** for the unit:
 - Each lesson begins with a list of the **Primary Focus Objectives**. These objectives are tagged with the corresponding Texas Essential Knowledge and Skills (TEKS) standards. The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated. The order of the TEKS footer follows the order of the progression of the lesson. By following this sequence, educators can scaffold learning effectively, ensuring that students build upon prior knowledge and skills as they advance through the curriculum. This systematic arrangement facilitates coherent instruction and enhances student comprehension and retention.
 - Next is a list of the **Formative Assessment** opportunities within the lesson. These assessments are linked to the Primary Focus Objectives and are also tagged with the corresponding TEKS standards. Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions, so teachers have a clear sense of individual student progress with regard to unit skills before the end of the unit.
 - A **Lesson at a Glance** chart lists the lesson's instructional activities, the materials needed, and the amount of time allotted for each activity.
 - An Advance Preparation section delete prompts teachers to select and/or prepare lesson materials prior to the lesson. Whenever a lesson activity suggests that the teacher write something on the board/chart paper, this information is included in Advance Preparation. Additionally, this type of material, as well as any activity pages that the teacher will model completing with students, is also available online as digital components that the teacher may access and project during the lesson. Finally, Universal Access preparation prompts are also included to ensure that teachers are ready to adapt specific activities as needed for Emergent Bilingual Students or students who need additional support.
 - Throughout each lesson, Support and Challenge sidebars provide further guidance to assist teachers in differentiating instruction. Emergent Bilingual Students sidebars provide specific tips for working with Emergent Bilingual Students.
 - **Take-Home Material** is also identified at the end of some lessons to maximize reinforcement of skills taught during the lesson and to encourage family member involvement. Use of these activity pages is optional but highly recommended. Should you choose to use them, please distribute the pages to students and instruct them to take them home to complete. At your discretion, these take-home pages may also be used in classroom centers during other times of the day.

- Foundational Skills Acceleration Additional Support activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 30-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and Emergent Bilingual Students.
- **Student Performance Assessment(s)** representing an end-of-unit assessment are included in the final lesson(s) of the unit.
- 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.
- **Teacher Resources**, comprised of assorted forms and documents for monitoring student progress, and an answer key for the unit Activity Book, complete each Teacher Guide.
- **Appendices** providing more detailed information about the program are sometimes included in the Teacher Guide.

STUDENT COLLABORATION: STRATEGIES, STRUCTURES, AND ROUTINES

Throughout the Grade 3 Foundational Skills curriculum, you will find routine instructional guidance for the following skills:

- Vocabulary development
- Glossary Usage
- Dictionary Usage

Instructional guidance will be framed similarly to the following:

Vocabulary Instruction

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.

Conduct a **brief discussion** about the meanings of 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. Briefly explain them as you preview the vocabulary chart.

Glossary Instruction

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.

Dictionary Instruction

Model how to use the dictionary to discover the pronunciation 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.

Allow students to work in **partners** to find the entry mainstay in the dictionary. Monitor students and provide feedback on using the alphabet and locating guide words, as needed.

When providing Vocabulary, Glossary, or Dictionary instruction it is important to not only analyze the meanings of the words but also the words' pronunciation and syllable breakdown. This will support students in analyzing word parts and how they affect the meaning of the words.

To encourage student interaction during this time, the following instructional strategies can be strategically integrated into the lessons to develop vocabulary, oral language and oracy within the designated time frame for each section of the lesson.

Instructional Strategy	Description	Structure
Turn and Talk	Students who are typically sitting close together will partner up and discuss a prompt or question provided by the teacher	 Predetermine Partners: Pair students with a partner nearby. Discussion: Give a prompt or question for students to respond to incorporating a sentence stems for support. Turn and Talk: Allow students a designated amount of time to take turns discussing the question or prompt with their partner. Reflection: Conclude the activity by inviting a few pairs to share their thoughts or insights with the whole class using the sentence stem provided if necessary.
Partner Read	Students work together to read a text. This practice offers students the opportunity to build their confidence, increase fluency, socially interact, and build motivation.	 Predetermine Partners: Decide whether partners should be on a similar level to practice fluency or different levels to mentor and grow each other. Reading: Provide an adequate amount of time for each partner. One partner reads aloud while the other follows along silently. Switch Partners: After reading a section, partners switch roles. Reflection: Conclude by reflecting on the reading experience together or providing feedback to each other.

Think, Pair, Share	Teachers offer a prompt or questions. Students reflect individually before responding. Students pair up and share their responses with one another.	 Think: Give a prompt or question for students to respond to and give students time to think about their response individually using a sentence stem. Pair: Pair students with a partner nearby. Share: Have students share their thoughts or responses with their partner using the sentence stem provided Share Again: Invite a few pairs to share their ideas with the whole class.
Thumbs up/Thumbs down	Students respond to a question or prompt by indicating their understanding or knowledge using a thumbsup or thumbs-down hand signal.	 Pose a Statement: Give a prompt or question for students to respond Thumbs Up or Thumbs Down: Prompt students when to give the signal after a few seconds of thinking to respond with a thumbs up if they agree with the statement or a thumbs down if they disagree. Discussion: Invite students to briefly discuss their reasoning with a partner or in small groups. Reflection: Conclude by asking a few students to share their thoughts with the whole class.

ESTABLISH PROTOCOLS

Throughout the Grade 3 Foundational Skills lessons, students will be working in partners and individually. It is important to establish clear expectations and protocols for student success during these instructional segments.

Self-selecting Texts

Establish a protocol to support students in selecting recreational reading materials. This should include providing books of varying complexity for students to choose from during self-sustained reading time. Students should practice self-selecting texts based on their interests and reading ability. Meeting with students 1:1 or in small groups to coach them on effective selection practices can support students in selecting texts independently.

Self-sustained Reading

Consider both quantitative and qualitative factors for students when selecting book options. Offer a variety of genres. Encourage students to explore any books that interest them regardless of their reading level. Incorporate practices of pre-reading, re-reading, and progress monitoring to encourage students to practice their reading skills throughout a variety of texts.

Intentional Partnerships

Intentional partnerships are important to build capacity in student learning. When using collaboration structures consider the varying levels of students academically within the classroom in conjunction with the purpose of the activity. For example, students who are on similar levels may partner well to practice fluency. On the other hand, students who need more support may benefit from working with students who have more advanced reading skills. Both types of partnerships are important to student learning.

Choral Reading

Choral reading is used to provide more opportunities for students to read aloud. Choral reading is a reading structure where all students read aloud, practicing fluency and expression (prosody) in unison. This can be carried out as a whole class, in small groups, or partnerships. The purpose of reading stories chorally is for students to improve fluency, self-confidence, and motivation.

Echo Reading

Echo reading is when students listen to a sentence, paragraph, or excerpt modeled aloud by the teacher and then repeat it back. When students echo the reading, they will focus on matching tone, accuracy, and pace.

Partner Reading Feedback

During partner reading, students will have the opportunity to provide feedback to one another. This instructional strategy will be used throughout all ten skills units and provides opportunities. It is important to be consistent with this protocol so that students learn to provide and receive constructive feedback to their peers. In some instances, students might feel more comfortable asking their peers questions or for help on academic work, and peer feedback can provide this opportunity. As students listen to their peers read, they can also improve their fluency by hearing a peer model fluent reading with appropriate rate, accuracy, and prosody (expression).

UNIT 1 ORGANIZATION

Unit 1 launches the Grade 3 Skills curriculum. The Texas Essential Knowledge and Skills focused on foundational reading skills have several similarities between Grade 2 and Grade 3, primarily because they are designed to build upon each other progressively. By Grade 3, students have been taught most of the necessary code knowledge needed to read and spell most words in American English, including all short, long, or variant vowels; most digraphs, diphthongs, trigraphs, blends, and silent letters; several syllable division patterns; and multiple affixes. The Grade 3 curriculum increases the rigor by identifying advanced codes in multisyllabic words, teaching less common sound-spelling patterns, introducing homophones, and recognizing stressed and unstressed syllables.

Placement Assessment Lessons (1-2)

During these lessons, all students will participate in two placement assessments to evaluate their knowledge of the skills taught in the Grade 2 program. Detailed instructions are provided for analyzing each student's performance, along with suggestions for grade-wide planning to determine the most effective and efficient way to group students for phonics instruction. It is imperative that students be placed in groups that correspond with their reading abilities. Students must receive instruction that is a good match for their current reading abilities and knowledge of the code.

Back-to-School Week Lessons (3-5)

The Back-to-School lessons reacquaint students with the daily routines and exercises. In addition, the Back-to-School lessons prepare students for the placement assessments that follow by providing practice and review of reading skills and code knowledge.

VOWEL SPELLINGS

Vowel sounds are made with an open mouth and unobstructed flow of air. There are nineteen vowel sounds in English. Consider quickly reviewing these in Unit 1. These are the single-letter spellings for the five "short" yowel sounds:

- 'o' > /o/ (hop)
- 'e' > /e/ (pet)
- 'a' > /a/ (hat)
- 'i' > /i/ (it)
- 'u' > /u/ (but)

In previous grades, students have also been taught vowel digraph spellings such as 'ee', 'aw', 'oe', and 'ai'. They should also be familiar with tricky spellings for vowel sounds, like the letter 'a,' which routinely stands for a/(cat), as well as ae/(table), a/(lava), and schwa (about). These skills are revisited and reviewed throughout the curriculum.

CONSONANT SPELLINGS

By Grade 3, students should have mastered the basic code spelling for each consonant sound and some common spelling alternatives. Consider quickly reviewing these in Unit 1:

- 't' > /t/ (top), 'tt' > /t/ (sitting), and 'ed' > /t/ (asked)
- 'd' > /d/ (dot), 'dd' > /d/ (add), and 'ed' > /d/ (filled)
- 'p' > /p/ (pot) and 'pp' > /p/ (napping)
- 'b' > /b/ (bat) and 'bb' > /b/ (rubbing)
- 'c' > /k/ (cat), 'k' > /k/ (kid), 'cc' > /k/ (hiccup), and 'ck' > /k/ (black)
- 'g' > /g/ (gift) and 'gg' > /g/ (egg)
- 'ch' > /ch/ (chin) and 'tch' > /ch/ (itch)
- 'j' > /g/ (jump), 'g' > /g/ (gem), and 'ge' > /ge/ (fringe)
- 'f' > /f/ (fit) and 'ff' > /f/ (stuff)
- 'v' > /v/ (vet) and 've' > /v/ (twelve)
- 's' > /s/ (sun), 'ss' > /s/ (dress), 'c' > /s/ (cent), 'se' > /s/ (rinse), and 'ce' > /s/ (prince)
- 'z' > /z/ (zip), 'zz' > /z/ (buzz), and 's' > /z/ (dogs)
- 'th' > /th/ (thin) as a spelling for unvoiced /th/
- 'th' > /th/ (them) as a spelling for voiced /th/
- 'm' > /m/ (mad) and 'mm' > /m/ (swimming)
- 'n' > /n/ (nut), 'nn' > /n/ (running), and 'kn' > /n/ (knock)
- 'ng' > /ng/ (sing) and 'n' > /ng/ (pink)
- 'sh' > /sh/ (*shop*)
- 'h' > /h/ (hot)
- 'w' > /w/ (wet) and 'wh' > /w/ (when)
- 'l' > /l/ (lip) and 'll' > /l/ (bell)
- 'r' > /r/ (red), 'rr' > /r/ (ferret), and 'wr' > /r/ (wrist)
- 'y' > /y/ (yes)
- 'x' > /x/ (tax) as a spelling for the sound combination /x/ (/k/ + /s/)
- 'qu'> /qu/ (quit) as a spelling for the sound combination /qu/ (/k/ + /w/)

The list includes the basic code spelling for each consonant sound and some common spelling alternatives. When a sound can be spelled more than one way, we say it has spelling alternatives. Common consonant digraphs wh, sh, th, ng, nk, and ck as well as ch and tch are reviewed at the beginning of this unit.

The consonant list also illustrates another kind of complexity in our writing system: the existence of what we call *tricky spellings*. When a spelling can represent more than one sound, we say it is a tricky spelling. For example, notice the tricky spelling 's' can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings cause problems for us when we are reading. When we come upon an unfamiliar printed word with an 's' in it, we may need to try pronouncing the 's' as /s/ and then as /z/ to correctly identify the word. This is also true of digraph and trigraph spellings, such as: (1) 'sh' in *shop*; (2) 'ng' in *sing*; (3) 'se' in *rinse*; and (4) 'tch' as a spelling for /ch/ as in *itch*.

In digraph spellings, two letters stand for one sound, but they are not the same two letters. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a "letter team," where two or more letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand that a letter can stand for a single sound all by itself, or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, you are encouraged to talk about how the 's' and the 'e' work together as a letter team to stand for the /s/ sound, just like the letters 't' and 'h' work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help you learn more about the sounds. The first fourteen consonants are unvoiced and voiced pairs such as /s/ and /z/, /f/ and /v/. When comparing these sounds, you will notice your vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes "share" spellings. For example, 's' is a spelling for the voiceless /s/ in cats and the voiced /z/ in dogs. Having a deep understanding of the sounds of our language can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest looking "invented" spellings make sense if you understand which sounds are like other sounds. Young children often misspell a word by choosing a spelling for a sound that is like the sound they are trying to spell. For example, a student who writes chump for jump has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

Unit 1 specifically focuses on the following skills:

- reading and spelling 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, and are
- reading and spelling multisyllabic words with closed syllables
- reading and spelling multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division patterns with accent shift

REVIEW OF TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or not spelled quite the way you would expect based on the sounds in the spoken word. Remind students to use their puzzling skills, such as chunking words into syllables, trying alternative sounds for specific spellings, referring to the Individual Code Chart and Spelling Trees, and using context when they encounter challenging words. If you find that students still need additional practice decoding these tricky spellings, you can choose among tricky spelling activities listed in the Additional Support activities at the end of the lessons and in the Pausing Point.

A few words should be said about "sight words." The term *sight word* is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. It is necessary to distinguish between words that are genuinely tricky (words like *one*, *of*, *two*, *who*, and *could*) and words that are high frequency but pronounced as expected (words like *in*, *at*, *on*, *this*, *that*, and *up*). Words in this last category should not be taught as Tricky Words, because there is nothing tricky about them. They can be read via blending, and students should be encouraged to read them that way.

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 read (and spelled) just as students would expect based on what they have learned so far, and point out the tricky parts of each word. (See Appendix A for more detailed information about Tricky Words.)

The Tricky Words taught in this unit are:

- Lesson 3 pirates
- Lesson 7 desert, tortoise
- Lesson 8 drought, solution, baobab
- Lesson 10 neighbors, flooded
- Lesson 14 encouragement

HIGH-FREQUENCY WORDS

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 3 night, about
- Lesson 4 tree, story
- Lesson 5 thought
- Lesson 7 every, began
- Lesson 8 hard
- Lesson 11 river, small
- Lesson 13 near

REVIEW OF MULTISYLLABIC WORDS

Multisyllabic words that feature code knowledge taught in previous grades are reviewed in Unit 1 lessons. However, a few multisyllabic words are used in the Reader in order to keep readability levels as easy as possible for this first Reader in Grade 3.

READER: CAMPFIRE TALES

The Reader for Unit 1 follows a group of campers during their Friday night campfire, a time dedicated to sharing stories. Led by camp leader Jen, they gather around the fire pit, eagerly anticipating the storytelling session. This Friday's theme is "family stories," where each camper shares a story passed down within their family.

Jen starts with a tale from Poland about a magical peach tree granting wishes, teaching the importance of selflessness. Matteo shares a Mexican story about a singing cactus and a jealous raven, emphasizing everyone's unique gifts. Sadie tells an African story of a clever rabbit leading a community effort to overcome drought, highlighting leadership and teamwork. Asha recounts a cautionary tale about a distracted boy learning the value of responsibility and focus. Jack narrates a story about a selfish deer learning empathy and kindness. Lastly, Winnie shares a story about a brave little fish overcoming fear, inspiring courage and exploration.

Each story carries a moral lesson, fostering values like kindness, respect, and bravery. The campers enjoy marshmallows and bond over these tales, carrying the lessons and memories back to their cabins.

Each Reader has been carefully written to progress in complexity across the curriculum. Comprehension is the goal of learning to read. To this end, comprehension discussion questions are included in the Teacher Guide.

It is strongly recommended that you have students engage in partner reading. Partner reading involves two students taking turns reading both new and old stories aloud to each other. The National Reading Panel (2000) found that repeated oral reading boosted reading achievement, and partner reading is an efficient way to conduct repeated oral reading. Planning and establishing a partner reading routine with students will help this activity run smoothly; you should take into consideration: (1) where students will partner read in the classroom; (2) good partner reading manners, such as taking turns; and (3) what to do when students finish reading a story before other partner pairs.

In addition to partner reading, there are other effective oral reading methods. Some suggestions are:

- Whole group reading: Students follow along as classmates take turns reading aloud. However, avoid "Round Robin" reading.
- Small group reading: Some students can read aloud in a small group with the teacher, while other students partner read or engage in other activities.

During reading time, it is important to circulate and listen to students read. Utilize the provided Anecdotal Reading Record located in the Teacher Resources section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week. Comprehension is the goal of learning to read. To this end, suggested comprehension discussion questions are provided in instruction.

CODE KNOWLEDGE

Students who have mastered the letter-sound correspondences taught in this program up to this point have learned most of the important letter-sound correspondences they need to read English writing. The ones they have not explicitly studied are relatively rare letter-sound correspondences that come up perhaps once in every 2,000–3,000 words. Most students will be able to decode the occasional unusual spelling by using the puzzling strategies that you have taught them. For this reason, we will continue to encourage you to ask students to use the Individual Code Chart, syllable chunking, and context to puzzle out unfamiliar words. In Grade 3, many students are already reading trade books and other publications that are not controlled for decodability.

Any student who has done well with the program up to this point can be encouraged—or, if you like, required—to read trade books and textbooks written at an appropriate level. Students should be strongly encouraged to self-select reading material. It is important to move students toward taking responsibility for their own learning.

Prior to entering Grade 3, students who have been instructed in this program from Kindergarten will have been taught all of the following code knowledge.

/a/ as in hat
/ae/ as in cake, wait, day, paper, hey, weight, great
/ar/ as in car
/aw/ as in Paul, paw, wall, bought, caught
/b/ as in bat, rubbing
/ch/ as in chop, itch
/d/ as in dog, sledding, filled
/e/ as in bed, head
/ee/ as in funny, me, ski, bee, beach, cookie, key, Pete
/er/ as in her, work, hurt, dollar, bird, earth
/ə/ + /l/ as in animal, apple, shovel, pencil, naval, awful, travel
/ə/ as in about, benefit
/f/ as in fat, sniff, phone, tough
/g/ as in get, egg, guess, ghost
/h/ as in hot
/i/ as in sit, myth
/ie/ as in bite, biting, tie, try, night
/j/ as in jet, gem, fringe, judge, judging
/k/ as in cat, kid, black, school, hiccup
/I/ as in lip, fill
/m/ as in mad, swimming, lamb
/n/ as in nut, banner, knock, sign

/ng/ as in sing, pink

/o/ as in hot, water, lava

/oe/ as in open, home, snow, boat, toe

/oi/ as in oil, toy

/oo/ as in look, push, pull

/oo/ as in soon, student, tune, new, blue, soup, fruit, do, move

/or/ as in for, more, war, four, roar, door

/ou/ as in shout, now

/p/ as in pot, pepper

/qu/ as in quilt, quit

/r/ as in red. ferret. wrist

/s/ as in sit, miss, cent, rinse, prince, whistle, scent

/sh/ + /ə/ + /n/ as in action, tension

/sh/ as in ship, chef

/t/ as in top, mitt, marked

/th/ as in them

/th/ as in thin, with

/u/ as in but, son, touch, come

/ue/ as in cute, unit, cue

/v/ as in vet, twelve

/w/ as in wet, when

/x/ as in tax

/y/ as in yes

/z/ as in zip, buzz, dogs, pause, bronze

double-letter spellings for consonant sounds, such as /k/ as in clock, /l/ as in shell, /f/ as in off double-letter spellings for consonant sounds, such as /p/ as in napping, /n/ as in running, /t/ as in spotted

two-syllable words with short vowels

-tion, -sion

/ayr/ as in scared

UNIT 1 ASSESSMENT

Placement Assessments

As noted earlier, a placement assessment of prerequisite skills needed for successful participation in Grade 3 instruction will be administered to all students during Lessons 1–2 of this unit. Each Placement Assessment consists of two parts: a spelling assessment and a reading assessment. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 3 Skills instruction and which students you will need to regroup to an earlier point in the Skills program.

Complete the analysis for each student well before the end of Unit 1 instruction. This analysis will inform decisions as to whether students are ready to continue with Grade 3, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught at the Grade 2 level. Students may lack these skills for a variety of reasons, including being new to the program, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills despite having received instruction in the program, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the Grade 3 materials.

Formative Assessments and Additional Support

In every lesson, formative assessments are marked for monitoring individual student performance and progress in key skills. Quick "Checks for Understanding" to evaluate classroom performance are also designated in each lesson.

Careful attention to this information, collected daily, will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson.

Student Performance Assessment

In Lessons 15 and 16, 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.



CURSIVE WRITING

TEKS 3.2.D

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. For students who need additional review, the Grade 2 curriculum contains fourteen lessons of instruction in cursive writing. The cursive program covers the lower- and uppercase alphabets and with the accompanying Activity Book, it provides both a solid introduction to students new to cursive and a timely refresher to more experienced students.



TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Although this volume contains all the cursive instruction, the lessons are not designed to be completed in the time allotted for Unit 1. Teachers should proceed at a pace that is right for their classes, allowing new students of cursive to become comfortable writing each letter or letter group before introducing new ones. Students reviewing cursive can sharpen their penmanship skills. Once students have learned all the letters, have them practice by completing select writing assignments in cursive.

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.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 1 skills can be found in the Pausing Point section included after the last lesson.

APPENDICES

Unit 1 includes three appendices that provide additional information about the Grade 3 program. Appendix A, "An Overview of the Grade 3 Skills Program," explains the philosophy and theoretical principles that underlie the approach to teaching reading. Appendix B, "Grade 3 Scope and Sequence," provides an overview of the skills taught in each of the Grade 3 units. Appendix C, "Using Chunking to Decode Multisyllable Words," explains how students learned to use chunking, or syllabication, to read longer, multisyllable words in Grade 3.

TEACHER RESOURCES

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

- Grade 3 Individual Code Chart
- Placement Assessment— Analysis of Spelling Errors
- Placement Assessment Analysis of Reading Errors
- Grade 3 Anecdotal Reading Record
- · Grade 3 Foundational Skills Record
- · Grade 3 Fluency Record
- Grade 3 End-of-Year Summary
- Anecdotal Reading Record—Unit 1

- · Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart
- Appendix A: Overview of the Grade 3 Skills Program
- Appendix B: Grade 3 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words

ADDITIONAL MATERIALS

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 1. 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:

- whiteboards and dry erase markers (3)
- paper and pencil (3)
- dice (4)
- whisper phones (15)
- colored pencils (17)
- recreational reading options (16)
- 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. (3)
- User Guide: You may wish to consult the program's User Guide throughout this unit and others for best practices and strategies on Supporting All Learners including Emergent Bilingual Students, Gifted/Talented Students, Dual Language Students, and Students with Disabilities. The User Guide can be found in the program's online materials. (1)

Back-to-School Lessons

After the summer break, all students need time to reacclimate to the school environment. The Back-to-School lessons are designed to provide just such an opportunity for students. They will

also provide an opportunity to begin to get to know students as you observe the skills they use to complete these review lessons in which no new skills are introduced.

These Back-to-School lessons (Lessons 3–5) have been created to help students remember the daily routines and exercises associated with the program. Basic skills from Grade 2 are reviewed in these lessons. The selection of material for use in these lessons, which includes skills that all students should have already mastered, is intentional, so the primary focus is on familiarization with the routines and pacing of a typical Skills lesson, rather than learning new skills.

Please take the time to teach these procedures thoroughly, making sure you present at least part of every exercise in each lesson. Use the time recommendations for each exercise as a guideline. If you find you have exceeded the time estimated for the initial activities in a lesson, please adjust the remaining exercises accordingly by doing fewer items per exercise.

As students relearn the procedures, your presentation of each lesson will become more efficient. Do not get frustrated in these first days if it takes a little longer to do portions of the lessons. It will come back to students, and everyone will benefit from the time taken to establish a routine.

The following exercises are included in each Back-to-School lesson:

Individual Code Chart Review

Students who participated in the program in Kindergarten, Grade 1, and Grade 2 are very familiar with the introduction and review of letter-sound correspondences using the same format incorporated in the Grade 3 Individual Code Chart.

Note: The exercises in the Back-to-School lessons are not designed to teach letter-sound correspondences to students who have not mastered the code in earlier grades. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 1–2 of this unit so they can be placed in the appropriate level of materials that meet their individual instructional needs.

As noted earlier, the Back-to-School lessons are intended to "prime the pump," reminding students to think about letter-sound correspondences and the written English code after the summer break. Keep the Individual Code Chart exercises briskly paced so they do not become tedious.

Do encourage students to use their Individual Code Charts whenever they are reading and/or spelling throughout the day, not just during the Skills instruction portion of the language arts block. This reinforces applying the skills they are learning during language arts whenever they are reading and writing.

To take full advantage of the Individual Code Chart (see sample in Teacher Resources), it is important that you and students understand the logic with which the various letter-sound correspondences have been grouped on the Individual Code Chart:

- The spellings for each sound are arranged in left-to-right order on the Individual Code Chart, from the most frequent way the sound is spelled to the least frequent way the sound is spelled.
 - For example, on Chart 1, the left-to-right sequence of the spellings for the /t/ sound indicates that the most frequent spelling for /t/ is 't', with the spelling alternatives 'tt' and 'ed' being less common spellings. Note that this same information is communicated by the length of the power bar.
- Consonant sounds are grouped separately from vowel sounds.
- Consonant sounds resembling one another are often included on the same chart. For example, Code Charts 1–4 show voiced and unvoiced consonant sounds and similar spellings.
- Code Charts 5–6 include all remaining, unrelated consonant sounds and spellings.
- Spellings for short vowel sounds are included on Code Chart 7, with the spellings for long vowel sounds on Code Chart 8. Code Chart 9 groups all vowel digraph spellings, and Code Chart 10 includes the spellings for r-controlled vowels.

Chaining

Students have been completing chaining exercises since the earliest Kindergarten units. This critical activity reinforces students' abilities to manipulate the sounds in words in which only a single phoneme/grapheme is changed (added or deleted) at a time, like cat > hat; cat > cab; at > hat; or cat > at.

At Grade 3, this activity is adapted to change words by adding or deleting digraphs, trigraphs, and entire syllables, like *cat* > *chat* > *chatting*.

In the early grades, students chained by manipulating individual letter cards on either an individual chaining folder or a group pocket chart. In Grade 3, chaining activities are completed by either the teacher or the student writing on a blackboard, a whiteboard, a Smart Board, or chart paper.

Dictation

Simple dictation exercises are included frequently to remind students about the connection between decoding and encoding (i.e., reading and writing). Encourage students to actively and

openly refer to their Individual Code Charts, if needed, during this portion of the lesson.

Once the dictation is completed, review and model the correct spelling for each word and instruct students to correct their own work by simply crossing out any incorrect spelling, then copying and writing the correct spelling next to it. There should be no stigma associated with having spelled a word incorrectly. Teachers may want to comment that it's normal to make mistakes, especially at the beginning of the year. Emphasize the importance of recognizing and understanding when a mistake has been made and correcting the error.

It is recommended that students complete dictation exercises in a notebook, which offers the advantage of providing an ongoing written record of each student's work.

Oral Reading

The Unit 1 Reader is introduced in the first lesson. Some students may find these initial sections of the Reader challenging after summer vacation. You will read (solo) some parts of the story aloud as students listen and follow along. The class will then join you sometimes in reading a sentence or two aloud together. The point of reading these stories chorally is to ensure a measure of reading success and enjoyment in the opening days of school.

Activity Pages

Activity pages are used in most lessons of the curriculum. During the initial lessons, these activity pages are to reacquaint students with procedures used to answer questions and complete activity pages. You will note that the lesson directs you to model this for students. Please be sure to model the responses to several activity page questions in each lesson. As noted earlier, if there is not enough time to model and complete all the questions, especially in the early lessons, model responses to a few questions instead of all.

Please do not skip the modeling and simply assign students to complete the activity pages entirely on their own at this point in the year.

Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page, you should choose the most convenient and effective method of reproducing and displaying the activity page for all to see. This may include making a transparency of the activity page and using an overhead projector, scanning the page and projecting it on a Smart Board, or writing the activity page exercises on the board/chart paper.

1

Placement Assessment A

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will spell multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, digraphs, diphthongs, r-controlled syllables, and final

stable syllables. **TEKS 3.2.B.i; TEKS 3.2.D**

Reading

Students will read multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, digraphs, diphthongs, r-controlled syllables, and final

stable syllables. **TEKS 3.2.A.ii**

FORMATIVE ASSESSMENT

Activity Page 1.1

Activity Page 1.3

Spelling Placement Assessment A

TEKS 3.2.B.i

Reading Placement Assessment B

TEKS 3.2.B.i

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 3.2.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 syllable.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Placement Assessment A	Whole Group	15 min.	☐ Activity Page 1.1 ☐ Grade 3 End-of-Year Summary
Reading			
Reading Placement Assessment A	Independent	15 min.	☐ Activity Pages 1.2, 1.3 ☐ Grade 3 End-of-Year Summary

ADVANCE PREPARATION

Note to Teacher

In each of the first two lessons of the Grade 3 Skills curriculum, students will complete placement assessments to help you gauge their mastery of foundational skills taught thus far. Each placement assessment consists of two parts: a spelling assessment and a reading assessment. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 3 Skills instruction and which students you will need to regroup to an earlier point in the Skills program.

For the spelling assessment, dictate each word, use it in a sentence, and then read the word again, allowing students time to write it. Complete the assessment by dictating the complete sentence provided, allowing students time to write the complete sentence. Use the Placement Assessment – Analysis of Spelling Errors document in Unit 1 Teacher Resources to analyze patterns in the errors students make.

For the reading assessment, students will read a story silently and then answer comprehension questions. The stories and questions are in students' Activity Books. "Heroes" is 278 words long. It uses the most common spellings for long vowel patterns and consonant blends/digraphs, all of which are taught in Grade 2. Use the Placement Assessment – Analysis of Reading Errors document in the Unit 1 Teacher Resources to analyze patterns in the errors students make.

Complete this analysis for each student well before the end of Unit 1 instruction. This analysis will inform decisions as to whether students are ready to continue with Grade 3, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught at the Grade 2 level. Students may lack these skills for a variety of reasons, including being new to the program, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills despite having received instruction in the program, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the Grade 3 materials.

Grade 2 teachers were asked to pass forward a summary of results for each student to Grade 3 teachers. A strong performance on the end-of-year Grade 2 assessment is an indication that the student should be ready for Grade 3 instruction, even if his or her performance on this placement assessment is now slightly below his performance at the end of the Grade 2 school year. Some learning loss is expected during the summer months if students have not been encouraged to continue reading.

Foundational Skills 1

Universal Access

Students who finish the assessments early can be engaged in independent
activities you have planned for them, such as quietly looking at trade books,
working at listening centers, or writing in journals. Remember, it is important
that your class maintains a calm environment conducive to student
assessment.

Next Steps and Placement Indicated by Assessment Score

- To gain additional information on students' mastery of foundational skills taught thus far, pull aside students who missed all of the questions on the reading assessment. Have these students reread the passage aloud to you. This will allow you to identify whether the students lack decoding knowledge to successfully answer the questions or if they may lack comprehension of the text.
- Be aware that some students may have little previous experience with multiple-choice assessments. They may need support to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud you and then discuss it with you.
- Analyze student responses and use them to inform small group instruction.
 Depending on the level of skill gaps, consider reteaching skills that were
 presented or consult the Grade 2 materials to target the specific skill. For
 example, if you can identify the specific letter-sound correspondences
 causing difficulty, or the specific Tricky Words he or she has not learned, you
 may be able to provide extra practice sessions while the student participates
 in Grade 3 instruction.
- Students who demonstrate mastery of the content in the placement assessments may be ready to practice more advanced skills. Consider assessing for students' understanding of trigraphs, such as *tch*, *igh*, *dge*, *eer*, *ear*, *oul*, *ore*, *are*, *air*, and *ere*. You may also provide a more advanced reading assessment by providing a text with a higher Lexile level with complex vocabulary and lengthier sentence structure.

Lesson 1: Placement Assessment A

Foundational Skills



Primary Focus: Students will spell multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, digraphs, diphthongs, r-controlled syllables, and final stable syllables. **TEKS 3.2.B.i; TEKS 3.2.D**

SPELLING PLACEMENT ASSESSMENT A

• Have students open to Activity Page 1.1.

- Read the first spelling word from the list provided. Use it in a sentence, 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.

2. 3. 4. 5.	shed thank clothing belong whisker shrink	10. 11. 12. 13. 14.	creep stew author tonight because fever
7.	ignore	15.	jewel
8.	jumble		

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence, "Hand the singer a flower." Slowly repeat the sentence twice.
- 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 in cursive, instructing students to correct their work by crossing out any incorrect spelling, and then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence. Remind students of the importance of correcting their work and learning from any mistakes.

Challenge

Activity Page 1.1

Direct students to annotate the spelling list for syllables, digraphs, vowel teams, and/or blends.

4

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.



Spelling Assessment A

Students who spelled eight or fewer words correctly have inadequate preparation for the Grade 3 sequence of Skills instruction. These students likely have significant skills deficits, and you will need to regroup them to an earlier point of instruction in the grade-level materials. Record each student's scores on the Grade 3 End-of-Year Summary.

Lesson 1: Placement Assessment A

Reading



Primary Focus: Students will read multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, digraphs, diphthongs, r-controlled syllables, and final stable syllables. **TEKS 3.2.A.ii**

READING ASSESSMENT A

- Have students open to Activity Pages 1.2 and 1.3.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should look back at the story and use it to help them answer the questions.
- This is not a timed assessment (the times provided in the Lesson at a Glance chart are estimates). Allow enough time for students to answer the questions.



Reading Assessment A

Students who answered four or fewer questions correctly on "Heroes" have inadequate preparation for the Grade 3 sequence of Skills instruction. These students likely have significant skills deficits, and you will need to regroup them to an earlier point of instruction in the grade-level materials. Record scores on the Grade 3 End-of-Year Summary for each student, which can be found in the Teacher Resources.

End Lesson



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.

Activity Pages 1.2, 1.3



Challenge

Have students underline evidence from the text to justify their answers.

2

Placement Assessment B

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will spell words that follow VCCV, VCV, and VCCCV syllable division

patterns. TEKS 3.2.B.v; TEKS 3.2.D

Reading

Students will read words that follow VCCV, VCV, and VCCCV syllable division

patterns. **TEKS 3.2.A.iv**

FORMATIVE ASSESSMENT

Activity Page 2.1

Activity Page 2.3

Spelling Placement Assessment B

TEKS 3.2.B.v; TEKS 3.2.D

Reading Placement Assessment B

TEKS 3.2.A.iv

TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Placement Assessment B	Whole Group	15 min.	☐ Activity Page 2.1☐ Grade 3 End-of-Year Summary
Reading			
Reading Placement Assessment B	Independent	15 min.	☐ Activity Pages 2.2, 2.3 ☐ Grade 3 End-of-Year Summary

ADVANCE PREPARATION

Note to Teacher

In each of the first two lessons of the Grade 3 Skills curriculum, students will complete placement assessments to help you gauge their mastery of foundational skills taught thus far. Each placement assessment consists of two parts: a spelling assessment and a reading assessment. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 3 Skills instruction and which students you will need to regroup to an earlier point in the Skills program.

For the spelling assessment, dictate each word, use it in a sentence, and then read the word once more, allowing students time to write the word. Complete the assessment by dictating the complete sentence provided, allowing students time to write the complete sentence. Use the Placement Assessment – Analysis of Spelling Errors document in the Unit 1 Teacher Resources to analyze patterns in the errors students make.

For the reading assessment, students will read a story silently and then answer comprehension questions. The stories and questions are in students' activity books. "The Scavenger Hunt" is 382 words long. It uses words with the most common long vowel and consonant digraph patterns and a few multisyllabic words, all of which are taught in Grade 2. Use the Placement Assessment – Analysis of Reading Errors document in Unit 1 Teacher Resources to analyze patterns in the errors students make.

Universal Access

- Gather reading materials of varying complexities for students to read if they finish the assessment early.
- Provide additional time for students as needed. Consider chunking questions and tasks as a scaffold or expanding the white space on the page to help students focus.

Next Steps and Placement Indicated by Assessment Score

- To gain additional information on students' mastery of foundational skills taught thus far, pull aside students who missed all the questions on the Reading Assessment. Have these students reread the passage aloud to you. This will allow you to identify whether students lack decoding knowledge to successfully answer the questions or if they may lack comprehension of the text.
- If the placement test indicates the student has limited code knowledge, seek resources in the previous grade level materials and resources that target a specific skill.

Foundational Skills 4

- It is highly recommended that all Grade 3 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students presently in different classrooms based on their specific decoding skills for purposes of Skills instruction only.
- Teachers may wish to write each student's name and placement assessment scores on an index card for ease in grouping students, especially if multiple teachers will be working with students across the grade-level.

Start Lesson

Foundational Skills



Primary Focus: Students will spell words that follow VCCV, VCV, and VCCCV syllable division patterns.



TEKS 3.2.B.v; TEKS 3.2.D

SPELLING PLACEMENT ASSESSMENT B

- Have students open to Activity Page 2.1.
- Read the first spelling word, use it in a sentence, and then read it 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	n la aki a	O allarina
1.	plastic	9. album
2.	expand	10. picnic
3.	unless	11. valid
4.	happen	12. limit
5.	supply	13. cabin
6.	public	14. pumpkin
7.	until	15. edit
8.	hiccup	

Activity Page 2.1



a

TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence, "The queen looked over her kingdom." Slowly repeat the sentence twice. Remind students to complete their responses in cursive, leaving space between words.
- 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 in cursive, instructing students to correct their work by crossing out any incorrect spelling, and then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence. Remind students of the importance of correcting their work and learning from any mistakes.



Spelling Assessment B

Students who spelled eight or fewer words correctly have inadequate preparation for the Grade 3 sequence of Skills instruction. These students likely have significant skills deficits, and you will need to regroup them to an earlier point of instruction in the grade-level materials. Record each student's scores on the Grade 3 End-of-Year Summary.

Foundational Skills 4

Lesson 2: Placement Assessment B

Reading



Primary Focus: Students will read words that follow VCCV, VCV, and VCCCV syllable division patterns.



TEKS 3.2.A.iv

READING ASSESSMENT B

- Have students open to Activity Pages 2.2 and 2.3.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should look back at the story and use it to help them answer the questions.
- This is not a timed assessment (the times provided in the Lesson at a Glance chart are estimates). Allow enough time for students to answer the questions.



Reading Assessment B

Students who answered four or fewer questions correctly on "The Scavenger Hunt" have inadequate preparation for the Grade 3 sequence of Skills instruction. These students likely have significant skills deficits, and you will need to regroup them to an earlier point of instruction in the grade-level materials. Record scores on the Grade 3 End-of-Year Summary for each student, which can be found in the Teacher Resources.

End Lesson

Activity Pages 2.2, 2.3



Challenge

Have students underline the text evidence to justify their answers.



TEKS 3.2.A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

3

BACK-TO-SCHOOL

Review Common Consonant Digraphs: wh, sh, th, ng, and nk

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with digraphs.

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

Reading

Students will read the Introduction of Campfire Tales and will listen actively to

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

Students will speak coherently about a topic with appropriate volume and

speaking rate. TEKS 3.1.C

Students will speak coherently and read multisyllabic words with digraphs.

TEKS 3.2.A.ii

Students will read and pronounce the Tricky Word pirates and high-frequency

words night and about. **TEKS 3.2.A.ii**

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

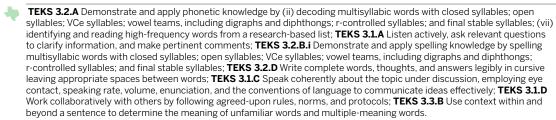
words and multiple-meaning words. **TEKS 3.1.D; TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 3.1

Speak and Spell

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



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Consonant Digraphs: wh, sh, th, ng, and nk	Whole Group	5 min.	☐ Individual Code Chart☐ Spelling Cards
Practice with Speak and Spell	Whole Group	10 min.	☐ Activity Page 3.1 ☐ Activity Page 3.1 (Digital Components)
Reading			
Read Campfire Tales	Whole Group	10 min.	 □ Campfire Tales (pp. 1–3) □ Anecdotal Reading Record □ whiteboards and dry erase markers
Practice with Pattern Search	Whole Group	5 min.	□ paper and pencil
Take-Home Material	ne Material		
Family Letter			☐ Activity Page 3.2

ADVANCE PREPARATION

Note to Teacher

• Included with this lesson is a letter to families introducing them to the Skills program and expectations for reinforcing skills with their children at home.

Foundational Skills

Digital Component 3.1

• Create an enlarged version of Activity Page 3.1 to display for Practice with Speak and Spell, or prepare to display the digital version.

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.
- Gather whiteboards, dry erase markers, paper, and pencils for students to use during the reading activities.
- Retrieve the Anecdotal Reading Record sheet from the Teacher Resources.
 You will need to make a copy of the blank Anecdotal Reading Record for each student. As you listen to each student read, make notes about his or her reading ability in his or her respective Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Plan to listen to each student read at least once during the week and note student performance. Provide corrective feedback.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record

Universal Access

- Activate background knowledge before beginning Campfire Tales by asking students if they have ever been to a camp, seen or experienced a campfire, or been in a setting where people sit around and share stories. This will allow students to build solid contextual understanding before reading the text and will increase engagement with the text.
- Prepare a five-column graphic organizer. Each column will be used to list words containing the corresponding digraphs 'wh', 'sh', 'th', 'ng', and 'nk'.
- Prepare a picture of a campfire.

Foundational Skills 1

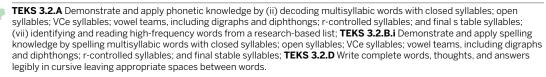
Lesson 3: Review Common Consonant Digraphs: wh, sh, th, ng, and nk $Foundational\ Skills$

Primary Focus: Students will read and spell multisyllabic words with digraphs.

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

REVIEW CONSONANT DIGRAPHS: WH, SH, TH, NG, AND NK (5 MIN.)

- Display the Individual Code Chart.
- Remind students that when two letters, such as wh, sh, th, ng, or nk, are used to spell one sound, it is called a digraph.
- Use the Spelling Cards to review the sounds for each of the following sound/ spellings: wh as /w/ as in when, sh as /sh/ as in shop, th as /th/ and /th/ as in thin and them, nk as /nk/ as in pink, and ng as /ng/ as in sing.
- Repeat the words from the code chart and model clapping, exaggerating the sound of the digraphs while pointing to them in the words.
- Model clapping the syllables while saying each word again. Draw attention to how you only clapped once for each word. Prompt students to turn and talk to hypothesize why you only clapped once for each word. Use the following sentence stems:
 - I think you clapped once because . . .
 - After discussing with my partner, we concluded that the single clap suggests . . .
- Explain that each word has one syllable. Define a *syllable* as "a word part with one single vowel sound."
- Confirm that word has one syllable. Define a syllable as "a word part with one vowel sound."
- Write the word thank on the board in cursive and ask students to read it.
- Segment each sound in the word *thank*, th/a/nk, and ask students to find the consonant digraphs in this word in the Individual Code Spelling chart. Call on a student to share which patterns were in the word. Ask students to repeat the word while clapping the syllable.





Foundational Skills

Oral Language

Beginning

Demonstrate the pronunciation of words with consonant digraphs like 'when,' 'shell,' 'this,' 'wink,' and 'rang.' using sound titles. Ask yes/no questions such as, "Is the 'sh' digraph in the word 'wish'?"

Intermediate

Have students use a graphic organizer with five columns. Each column will be used to list words containing the corresponding digraphs 'wh', 'sh', 'th', 'ng', and 'nk'. Have students read their list of words to a partner. and listen to find out if their partner's list has any of the same words.

Advanced/Advanced High

Ask students to write sentences that include words with the digraphs 'wh', 'sh', 'th', 'ng', and 'nk', and then have them read these sentences aloud to a partner.

ELPS 2.A; ELPS 2.B

- Define *multisyllabic words* as "words with multiple syllables, or word parts with one single vowel sound."
- Write *fishing* on the board in cursive. Ask students to identify which consonant digraph patterns they notice in the word and say them aloud together while pointing to *sh* and *ng*.
- Model aloud each sound in the word: f/i/sh/i/ng. Have students repeat each sound as you point. Blend the sounds together to form the word. Ask students to repeat the word.
- Model how to split the word fishing into two syllables. Students can use
 consonants or consonant digraphs after a vowel sound to know where one
 syllable ends and another begins. When splitting a word into its syllables,
 digraphs like those in this lesson stick together because they make one
 sound.
- Point out that in the word *fishing*, the first syllable ends after the *sh* digraph.
- Explain how they will continue to practice syllabication and these consonant digraph patterns in more multisyllabic words.

PRACTICE WITH SPEAK AND SPELL (10 MIN.)

- Have students open to Activity Page 3.1.
- Explain that for all activities, students are expected to write in cursive. Additionally, when writing sentences, it's important for them to leave spaces between words.
- Model leaving adequate space between words on the board by writing in cursive the phrase "Thank you." Provide students with additional phrases to practice writing in cursive.
- Circulate and monitor to check for correct letter formation in cursive. Offer feedback such as:
 - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."
 - "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
- Model the Speak and Spell activity.
 - Instruct students to listen carefully for the syllables and sounds in the words you say.
 - Say the word publish.
 - Repeat the word and chunk the syllables pub-lish.

Activity Page 3.1



- Have students repeat the word and clap the syllables.
- Model writing the word publish in the appropriate boxes on the activity sheet.
- Instruct students that they will do the same with each word they will hear, writing its syllables on their own copies of Activity Page 3.1 (whisper, penmanship, thankless, hanging, finishing).
- · Repeat the process with each word.
- Direct students to turn and talk to a partner to review the answers. Have partners circle the digraphs *wh*, *sh*, *th*, *ng*, and *nk* found in the words.
- Direct students to the blank lines on Activity Page 3.1. Explain that they will listen as you say a sentence once and then listen again and write the sentence in cursive. Remind students to leave spaces between words, referring to the example on the board.
 - The girl was thankful when she got a new fish tank.
 - He was thinking of all the food for Thanksgiving.
- Have students circle the digraphs wh, sh, th, ng, and nk found in the words.



Activity Page 3.1: Speak and Spell

Collect Activity Page 3.1 and assess students' ability to spell multisyllabic words with consonant digraphs.

Challenge

Encourage students to come up with their own multisyllabic word containing two of these consonant digraphs and write it on their Activity Page.

Lesson 3: Review Common Consonant Digraphs: wh, sh, th, ng, and nk

Reading

Primary Focus: Students will speak coherently about a topic with appropriate

volume and speaking rate. **TEKS 3.1.C**

Students will read the Introduction of Campfire Tales and will listen actively to

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

Students will read and speak multisyllabic words with diagraphs.

TEKS 3.1.A; TEKS 3.2.A.ii

Students will read and pronounce the Tricky Word *pirates* and high-frequency words *night* and *about*. **TEKS 3.2.A.ii**

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

words and multiple-meaning words. **TEKS 3.1.D; TEKS 3.3.B**



Foundational Skills

Foundational Literacy Skills

Beginning

Display a picture of a campfire and have students work in groups to list words that help them describe a campfire.

Intermediate

Have students describe to a partner what activities people might engage in around a campfire. Provide a sentence stem: "Around a campfire, people might . . ."

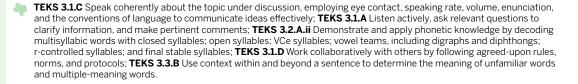
Advanced/Advanced High

Have students independently write their responses to "Why do people gather around a campfire?" and then read their response to a partner.

ELPS 4.F; ELPS 5.B

READ CAMPFIRE TALES (10 MIN.)

- Explain that today students will read the introduction in their new Reader, *Campfire Tales*, to a partner.
- Distribute whiteboard and whiteboard markers.
- Write the word *campfire* on the board and direct students to do the same on their whiteboard. Focus on the *i_e* vowel-consonant-'e' (VCe) pattern. Remind students that they may have learned that *i_e* is a common spelling for the long /ī/ sound as in *like*.
- With students, clap the word into two syllables, camp/fire. Direct students to draw a line to separate the syllables in campfire.
- Segment and blend the sounds in each syllable: /c/a/m/p/ camp, /f/ī/r/ fire. Blend the syllables and read the word aloud.
- Clarify the meaning of *campfire* as needed. Invite students to turn to a partner and use the word in a sentence.
- Preview the following phrase that students will encounter in this section of the Reader. Have students decode the phrase in isolation first and go over correct pronunciation of each word. Discuss the meaning of the phrase.



15м

Sayings and Phrases

- Marshmallows dripping is a phrase that means the marshmallows were so hot that they were melting and dripping off of their sticks.
 Example: The campers listened wide-eyed to the spooky story, marshmallows dripping from the sticks on which they had been roasted.
- Display the following phrase from the Reader: "marshmallows dripping."
- Instruct students to write the phrase on their whiteboard. Direct them to circle the consonant digraph in each word of the phrase. (*sh* in *marshmallows*, *ng* in *dripping*)

Vocabulary Chart for "Introduction: Friday Stories"					
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary					
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases	marshmallows dripping				

- Remind students that most English words play by the rules, meaning they
 are pronounced and spelled as we would expect. There are a few words that
 do not play by the rules, including some very common and important ones.
 Words that do not play by the rules (i.e., words not pronounced and spelled
 as expected) are called *Tricky Words*.
- Display the Tricky Word, read it aloud, and use it in a sentence:
 - pirates
- Point out which parts of each 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: pirates
 - Expected: /p/, /ī/, /r/, /t/, /s/
 - Tricky spelling: the pattern a_e is pronounced /ĭ/
- Direct students to write the Tricky Word on their whiteboard and underline the letters that form the tricky spelling.

- Invite students to share what they already know about the meanings of this word.
- Ask students to predict what the Reader might be about based on the title.
- Explain that *Campfire Tales* contains many high-frequency words. These are common words, so they will come across them often as they read, in both the Reader and in many different texts. Explain that learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson's two high-frequency words: *night* and *about*.
- Focus on the word *night*. Underline the letters 'igh.' Remind students that they may have learned that this trigraph is a spelling for the long /ie/ sound as in *like*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /n//igh//t/. Clarify the meaning of *night* as needed. Invite students to turn to a partner and use the word in a sentence. For additional support, display the Spelling Cards for each sound.
- Focus on the word *about*. Underline the vowel team *ou*. Remind students that they may have learned that these vowels together are sometimes pronounced as a diphthong, or sliding vowel, that sounds like /ow/ as in *mouse*.
- Draw a line to divide the two syllables, a/bout. Say the syllables as you clap them, then have students repeat in unison. Segment and blend the sounds in each syllable: /a//b//ou//t/. Blend the syllables and read the word aloud.
- Explain that *about* is a preposition used before a noun to mean "on the subject of." Provide the sentence starter "This morning before school, I was thinking about..." Direct students to turn and talk to a partner to complete the sentence.
- Provide students with a whiteboard and dry erase marker, and invite them to write either one or two sentences using the high-frequency words *night* and *about*. Remind students to write in cursive and to use their finger to make a space between each word.
- Read page 1 of Campfire Tales aloud.
- Pair students with intentional reading partners.
- Instruct students to partner read pages 2–3 of the Reader.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.

- Direct reading partners to speak coherently and focus on reading with appropriate pace and volume.
- Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Ask the following question and prompt students to use context for support, if needed. Example prompts include:
 - **Literal.** What day of the week does the text say is special for the group? (It is Friday.)
 - **Evaluative:** What are some things that make is special? (It is special because they got to stay up past their bedtime, eat marshmallows around a campfire, and spend time together.)
 - **Inferential.** During what time of day is this text taking place? What words or phrases in the text help you figure this out? (it is nighttime, "the first stars began to appear," "our shadows sink into the ground")
 - **Literal.** What are the campers looking for as they run down to the fire pit? (*long sticks to roast marshmallows on*)
 - **Literal.** What are the children talking to each other about as they look for branches? (the theme of the night's story time)
 - **Evaluative.** Why is visiting a Texas National Preserve a unique and valuable experience? (Answers may vary but might include the unique features and activities of the park.)
 - **Literal.** What do the different children say about the campfire stories they might hear? (Asha hopes the stories aren't scary; Jack hopes the theme is pirates.)
- Ensure students draw evidence from the text to support their responses.

PRACTICE WITH PATTERN SEARCH (5 MIN.)

- Direct students to collaborate with a partner to search for and list out on a piece of paper eleven words in the section they just read that are multisyllabic—with two or three syllables—and follow the consonant digraph patterns.
- Direct partners to share the words they found and record them on the board. Ask them to write down any they may have missed: *shadows*, *dripping*, *marshmallows*, *shouted*, *holding*, *Asha*, *shivered*, *thinking*, *frightening*, *jumping*, *whatever*.

Challenge

Allow students to use the words written on their paper from the Reader to create a crossword puzzle.

- Read each word aloud, clapping the syllables. Direct students to echo you.
- As time allows, have students mark the high-frequency words *night* and *about* in the text.
- Instruct students to write a phrase on their piece of paper using one of the words from their list that are multisyllabic and follow the consonant digraph patterns. Remind them that they examined the phrase "marshmallows dripping" prior to reading.
- Invite students to turn to an elbow partner, hold up their papers, and state their phrase aloud.



Check for Understanding

During the Pattern Search, monitor and take note of which students were able to identify the target skill. If a student writes down a word that does not contain the target skill pattern, ask for clarification from the student. Informally ask students to reread a written word aloud to you as you rotate to other students.

End Lesson

Activity Page 3.2



Lesson 3: Review Common Consonant Digraphs: wh, sh, th, ng, and nk Take-Home Material

• Have students take home Activity Page 3.2 to share with a family member.

Lesson 3: Differentiated Instruction

Additional Support

For additional practice with consonant digraphs, provide students with prepared index cards. Write the digraphs *ch*, *th*, *wh*, and *sh* on individual cards. Write the letters 'ut', 'in', 'op', 'at', 'en', and 'is' on individual cards. Direct students to match up digraphs with the other letter combinations to form as many real words as possible. Ask them which combinations create real words and which create nonsense words. For a challenge, provide letter chunks for multisyllabic words, such as 'icken', 'istle', and 'atter' that can work with multiple consonant digraphs.

DECODABLE WORDS AND SENTENCES

Use the following lists of words and sentences to extend Speak and Spell. Instruct students to draw two vertical lines on a lined piece of paper to represent the boxes for first, second, and third syllable. Then write each syllable in each corresponding box as they did for Activity Page 3.1.

Decodable Words					
1. shopping	2. eggshell				
3. thicket	4. punish				
5. relish	6. banishing				
7. polish	8. lavish				
9. ring	10. long				
11. lung	12. sank				
13. rink	14. dunk				
15. unsung	16. thankless				

		L	ecodar	oie Se	Sentence		
c			1. 1				

- 1. She was finished eating the radishes on her plate.
- $2. \quad \text{The sarong hung on the rack to dry}.$
- 3. They finished polishing their fingernails.
- 4. Shelly dunked the ball into the net.
- 5. The king sat on his throne.
- 6. They were playing Whack The Mole.

LESSON

4

Review Common Consonant Digraph: ck

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaboratively sort and spell multisyllabic words with consonant

digraphs. **TEKS 3.1.D**

Students will read and spell multisyllabic words with digraphs.

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

Reading

Students will read the end of the Introduction and beginning of Chapter 1 of Campfire Tales and will listen actively to answer and discuss questions about the

text. TEKS 3.1.A

Students will speak coherently about a topic with appropriate eye contact, volume,

- and speaking rate. **TEKS 3.1.C**
- Students will read multisyllabic words with digraphs. TEKS 3.2.A.ii

Students will read and spell high-frequency words *tree* and *story*.

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

Roll, Flip, Read, Write

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

TEKS 3.1.D Work collaboratively with others 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.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs ad 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 3.1.C Speak coherently about the topic under discussion, employing eye contract, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; 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
Foundational Skills			
Review Common Consonant Digraph:	Whole Group	5 min.	☐ Individual Code Chart
ck			□ ck or 'k' Spelling Rules (TR. 4.1)
			□ ck or 'k' Spelling Rules (Digital Components)
			☐ Roll, Flip, Read, Write Cards (TR.4.2)
Play Roll, Flip, Read, Write	Small Group	10 min.	☐ Roll, Flip, Read, Write Word Cards
			☐ Activity Page 4.1
			☐ dice
Reading	ding		
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 5–11)
			☐ Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	☐ Activity Page 4.2
Take-Home Material			
Spell and Sketch: ck or 'k'			☐ Activity Page 4.3

ADVANCE PREPARATION

Foundational Skills

- Predetermine partners that will work together for Roll, Flip, Read, Write.
- Create a set of Roll, Flip, Read, Write word cards for each student (TR 4.2). Write a number (1–6) on the reverse side of each card.

Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *bright*, *embarked*, *sulked*, and *withered*. Display vocabulary on the board for students to decode.

Digital Component 4.1

• Create an enlarged version of *ck* or 'k' Spelling Rules, or prepare to display the digital version.

Universal Access

• Prepare differentiated word cards for the Roll, Flip, Read, Write activity to support or challenge learners based on their needs.

Foundational Skills 4

Foundational Skills



Primary Focus: Students will collaboratively sort and spell multisyllabic words with consonant digraphs.

TEKS 3.1.D

Students will read and spell multisyllabic words with digraphs.

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

REVIEW COMMON CONSONANT DIGRAPH: CK (5 MIN.)

- Display the Individual Code Chart.
- Display the Spelling Cards for 'k' > /k/(kid) and ck > /k/(black). Use the Spelling Cards as you explain that the basic code spelling for /k/ is usually 'k' or 'c'; however, it is sometimes spelled ck. Ask students to turn to a partner and brainstorm words that they already know that have the /k/ or /ck/ spelling.
- Explain that in this lesson you will focus on sound spellings 'k' and ck and learning the rules for when to use each one.
- Write *speak* and *speck* on the board. Model cursive writing with proper letter formation.
- · Ask students to read each word.
- Think aloud and explain how each word has the vowel /e/ sound: *speak* with the long /ē/ sound and *speck* with the short /ĕ/ sound.
- Ask students to turn to a partner and discuss what they notice about the spelling of the word with the long /ē/ sound and the word with the short /ē/ sound.
- Invite a student to share what they notice. Confirm that 'k' was used after the long $/\bar{e}/$ sound and ck was used after the short $/\bar{e}/$ sound.
- Display *ck* and 'k' Spelling Rules. Call on students to read the rules and examples aloud to the class.



Foundational Skills

Foundational Literacy Skills

Beginner

Ask students to identify the activity cards with the *ck* digraph. Then, ask them to repeat each word after you, emphasizing correct pronunciation.

Intermediate

Ask students to share words containing the target digraphs. Create a list on the board. Then, instruct students to write simple sentences using the words from the board.

Advanced/Advanced High

Ask students to write a few complex sentences that include as many digraphs as possible. Ask students to read their sentences aloud to a partner.

ELPS 1.B

TEKS 3.1.D Work collaboratively with others 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.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs ad 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.

- Explain that these rules can also be used when figuring out how to pronounce a word.
- Write soaking and locker on the board. Model cursive writing with proper letter formation.
- Model how you would determine the correct pronunciation of each word based on the spelling, referring to *ck* and 'k' Spelling Rules.
- Focus on the word soaking.
- Review the spelling rules and eliminate the rules that are not relevant to the word (r-controlled pattern, another consonant).
- Point out that the remaining spelling rule tells you the *oa* in *soaking* is a long vowel sound.
- Pronounce soaking.
- Repeat the process with *locker*, utilizing its rule to confirm that the 'o' is a short vowel sound /o/.
- Reinforce that the spelling 'k' comes after a long vowel sound, and the spelling *ck* comes after a short vowel sound.
- Explain that the 'k' and ck rules apply to all syllables in a word, not just when it is the final syllable. Underline the word soak in soaking and the word lock in locker to reinforce this point.

PLAY ROLL, FLIP, READ, WRITE (10 MIN.)

- Move students into pairs to promote collaboration. Provide each pair with a die. Provide each student with their own set of Roll, Flip, Read, Write word cards numbered 1–6 on the back. The Roll, Flip, Read, Write Word Cards words on page TR 4.2 in the Teacher Resources include: barking, backpack, unmask, remark, carsick, relock. Have students open to Activity Page 4.1.
- Review the game directions:
 - Have students lay their cards face down on the table or floor in front of them, careful to keep their cards separate from their partner's cards.
 - To play, have Student A roll the die and then pick up the card that corresponds to the number rolled and read the word on the card aloud to their partner, without showing their partner the card.

Activity Page 4.1



Challenge

Differentiate the Roll, Flip, Read, Write activity for above-grade-level learners by providing word cards with three-syllable words that feature the focus skill, such as stockbroker, quarterback, seasickness, unlucky, blockbuster, and jackhammer.

- Student B writes the word in the column they think it goes in using their understanding of 'k' and *ck* spelling rules.
- Student A reveals the card and Student B corrects their word placement or spelling, as needed.
- Play continues until all words have been revealed. Encourage students to discuss and justify their reason for writing the word in the chosen column.
 - Remind students to write words in cursive, leaving spaces between words.
- · Offer feedback such as:
 - "Focus on connecting your letters smoothly. Work on making the transition from 'c' to 'k' more fluid."
 - "Check the spacing betwen your words. Make sure there's enough room between each word to maintain readability."
- Circulate and monitor as students write in cursive on Activity Page 4.1, providing feedback for proper letter formation.
- Focus students on the line below the chart. Explain that you will read aloud a sentence. Students will complete the sentence with two words that use the *ck* digraph.
- Dictate the following sentence: Jen will prepare the campfire by getting stacks of wood from the rack.
- Repeat stacks and rack slowly, stretching out the sounds.
- Direct students to circle the *ck* digraph in each word.



Activity Page 4.1: Roll, Flip, Read, Write

Collect Activity Page 4.1 and assess students' ability to sort and spell multisyllabic words with consonant digraphs.

Support

Differentiate the Roll, Flip, Read, Write activity by providing additional one-syllable words for students working toward mastery of consonant digraphs, such as truck, deck, sick, and back.

Lesson 4: Review Common Consonant Digraph: ck

Reading



Primary Focus: Students will read the end of the Introduction and beginning of Chapter 1 of *Campfire Tales* and will listen actively to answer and discuss

questions about the text. **TEKS 3.1.A**

Students will speak coherently about a topic with appropriate eye contact, volume, and speaking rate.

TEKS 3.1.C

Students will read and speak coherently multisyllabic words with digraphs.

TEKS 3.2.A.ii

Students will read and spell high-frequency words *tree* and *story*.

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 CAMPFIRE TALES (10 MIN.)

- Explain that today students will continue reading *Campfire Tales*. Invite students to turn to an elbow partner to retell what has been read so far.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words in isolation first and go over the correct pronunciation of each word.

bright

1. adj., very smart

Example: My sister came up with a bright and creative idea for her history project.

2. adj., shining with light

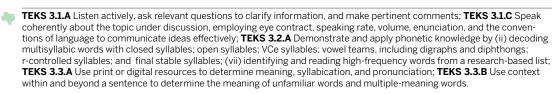
Example: The sun is bright on this cloudless day, so I am going to wear sunglasses to the park.

embarked, v., started out on a journey

Example: The brave astronaut embarked on new journey to the space station.

sulked, v., acted upset and disappointed

Example: My sister sulked when the rain forced everyone inside at her birthday party.



Reader



Pages 5-11

withered, v., to become dry and wrinkled from not having enough water Example: The house plant withered and turned brown because it did not get enough water.

- Conduct a brief discussion about the meanings of 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. The multiple meanings of the word *bright* 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 "Jen's Story: 'The Golden Peach'"					
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	withered embarked	sulked			
Multiple-Meaning Core Vocabulary Words			bright		
Sayings and Phrases					

- Write the word *attack* on the board. Explain that this word is in today's chapter and contains the digraph *ck*. Model for students how to decode this word.
- Points to consider while decoding:
 - The word has two syllables.
 - The last 'a' is a short vowel, which is the rule for when to use the *ck* ending.
 - Explain that students will examine two new high-frequency words.
 Remind them that these are common words that they will come across often as they read and write, so learning to recognize and spell them will improve their overall reading and writing fluency.
 - Display this lesson's high-frequency words: *tree* and *story*.
 - Focus on the word tree. Circle the letters 'tr'. Remind them that both 't'

and 'r' make their own sounds, but when next to each other they form the consonant blend tr, which has its own unique sound. Have students make the /tr/ sound with you three times in unison as you hold up your fingers to count.

- Underline the vowel team ee. Remind students that this vowel team is a spelling for the long /ee/ sound.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /t/ /r/ /ee/. Clarify the meaning of tree as needed. Invite students to turn to a partner and use the word in a sentence. For additional support, display the Spelling Cards for each sound.
- Focus on the word story. Circle the letters 'st', and point out that this is another consonant blend. Have students make the /st/ sound with you three times in unison as you hold up your fingers to count.
- Underline the letters'or'. Remind students that 'r' controls the way the vowel before it sounds. Have students say /or/ with you as you point to the letters 'or'.
- Underline the 'y', and remind students that a 'y' at the end of a word usually makes the long /ee/ sound, as in tree.
- Draw a line to divide the two syllables, sto/ry. Say the syllables as you clap them, then have students repeat in unison. Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /st/ /o/ /r/ /ee/. Clarify the meaning of story as needed.
- Have students turn to page 8 in Campfire Tales and look at the illustration.
- Ask: "What do you predict Jen's campfire tale might be about?"
- Direct students to write a sentence about their prediction using the words tree and story. Provide sentence frames to guide students' writing:
 - "I predict Jen's story is about about . . ."
 - "In my opinion, Jen's story might involve _____because . . ."
 - "Considering the context, I anticipate that Jen's campfire tale will be about . . ."
- Remind students to write in cursive and to use their finger to make a space between each word.
- Model fluent reading by reading the first few sentences on page 5, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.





Foundational Skills

Foundational Literacy Skills

Beginning

After reading a section of the book, have students retell the main events using visual aids or drawings.

Intermediate

Have students discuss what is a family story. Ask them to share one with their partner, using the following sentence frame:
"One family story that I remember is is . . ."

Advanced/Advanced High

Have students revisit Chapter 1 of Jen's story about the golden peaches and provide a summary explaining why Kat went into the forest. Use the sentence frame: "Kat went into the forest because . . ."

ELPS 4.G

- Pair students with reading partners.
- Using the remainder of page 5, model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Instruct students to partner read pages 6–11.
- Direct reading partners to to speak coherently and focus on reading with appropriate pace and volume.
- Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.
- Instruct partners to circle the words in this section with two syllables and where the base word ends in digraph *ck* or the letter 'k': *embarked* and *attack*.
- Instruct partners to mark the high-frequency words *tree* and *story* in the text. Point out that in some places, *tree* appears as the plural word *trees*. Students should also identify previous high-frequency words *night* and *about*, which are also present in this section of the Reader.
- Use strategic prompts to check for comprehension and for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Ask the following question, and prompt students to use context for support, if needed. Example prompts include:
 - **Literal.** What is a family story, and how does Jen explain it to the group? (A family story is a story passed down by a family member. Jen is going to tell a story that she heard from her grandmother.)
 - **Literal.** What rules do the children follow for how to act when listening to stories? (Don't talk over the storyteller; don't talk to friends during the story; don't make fun of someone's story; everyone's story is important to them.)
 - **Inferential.** What is the setting of Jen's story? Why is this important to her? (*Poland*; it is where her grandmother grew up)
 - **Evaluative.** What was life like in Poland, as described in Jen's story? (very difficult, little food and water, very dry because of little rain)
 - **Literal.** What does Kat plan to do once the leaves begin to change color? (She goes to search for the peach tree.)
 - **Literal.** How does Kat find her way along the path as she goes deeper into the woods? (Woodland animals helped her find her way along the path.)

- Ensure students draw evidence from the text to support their responses. Provide sentence stems such as, A family story is . . . The rules the children follow for listening to stories are . . . The setting of Jen's story is . . . It is important because . . . Life in Poland was . . . When the leaves change colors, Kat plans to . . .
- 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.

WRAP UP (5 MIN.)

- Direct students to Activity Page 4.2. Read the directions aloud.
- Release students to answer the questions to show their understanding of the story and their ability to apply the *ck* or 'k' spelling rule.



Activity Page 4.2: Exit Ticket

Collect and review Activity Page 4.2 and assess students' comprehension of the text as well as their ability to apply the *ck* or 'k' spelling rule.

End Lesson

Activity Page 4.2



Lesson 4: Review Common Consonant Digraph: ck

Take-Home Material

• Have students take home Activity Page 4.3 for additional practice with this lesson's objectives.

Activity Page 4.3



Lesson 4: Differentiated Instruction

Additional Support

MORE SUPPORT WITH CONSONANT DIGRAPH CK

Direct students to search for and write down eleven words in this lesson's assigned section of the Reader that have one syllable and where the base word ends in the digraph ck or the letter 'k': rock, Jack, asked, talk, cracked, drink, milk, drank, creek, sulked, sneak.

MORE SUPPORT WITH FLUENCY

Consider pairing students with varying reading levels to provide opportunities for students to hear words their peers model correctly. One way to create pairs is to rank the students by their reading proficiency, starting with the most skilled and ending with the least. Split the ranked list into two equal parts. Pair the highest-ranked student from the first half with the highest-ranked student from the second half. Follow this pattern, creating pairs down the list, until each student has a partner.

5

REVIEW

Common Consonant Digraph and Trigraph: ch and tch > /ch/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with digraphs.

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

Reading

Students will speak coherently about a topic with appropriate eye contact, volume,

- and speaking rate. **TEKS 3.1.C**
- Students will read multisyllabic words with digraphs. **TEKS 3.2.A.ii**
- Students will read and spell high-frequency word thought. **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 5.1

Word Sort

TEKS 3.2.B.i; TEKS 3.2.D

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.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed 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.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, pronunciation, and the conventions of language to communicate ideas effectively; 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
Foundational Skills			
Review Common Consonant Digraph	Whole Group	5 min.	☐ Individual Code Chart
and Trigraph: <i>ch</i> and <i>tch</i> > /ch/			☐ Spelling Cards for ch > /ch/ (chin), tch > /ch/ (itch)
			☐ ch or tch Spelling Rules (Digital Components)
			□ ch or tch Spelling Rules (TR 5.1)
Practice with Word Sort	Small Group	10 min.	☐ Activity Page 5.1
Reading			
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 12–15)
			☐ Anecdotal Reading Record
Wrap Up	Independent	5 min.	☐ Activity Page 5.2
Take-Home Material			
Read, Spell, Write			☐ Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills



Create an enlarged copy of *ch or tch* Spelling Rules, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section.
- Retrieve the Anecdotal Reading Record sheet from the Teacher Resources.
 Plan to listen to each student read at least once during the week and note student performance.
- Prepare seven pieces of paper or index cards each with a letter that together spell the word thought. Students will be holding these pieces of paper up and then moving themselves to spell the word correctly.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record

Universal Access

- Gather images to show the following words: *marching*, *unlatched door*, *catcher*, *peaches*, *cookies* (to illustrate the word *batches*), and *a clean kitchen* for use in the word sort.
- For additional review of skills taught so far in this unit, provide the Take-Home Material Activity Page 5.3.
- Prepare a list of words with target digraphs.
- Prepare a short text for students to read in partners.

Foundational Skills 4

Lesson 5: Review Common Consonant Digraph and Trigraph: ch and tch

Foundational Skills



Primary Focus: Students will read and spell multisyllabic words with digraphs.

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

REVIEW COMMON CONSONANT DIGRAPH AND TRIGRAPH: CH AND TCH > /CH/ (5 MIN.)

- Display the Individual Code Chart and Spelling Cards for ch > /ch/ (chin), tch > /ch/(itch).
- Hold up the ch > /ch/ (chin) spelling card. Explain that the basic code spelling for /ch/ is usually ch, as in chin. Have students echo: chin.
- Hold up the ch > /tch/ (itch) spelling card. Explain that sometimes the /ch/ sound is spelled tch as in itch. Have students echo: itch.
- Write the word match on the board in cursive, modeling proper letter formation.
- Identify and underline tch in the word. Model decoding and recoding the word. Point to and pronounce each phoneme, m/a/tch, then blend together saying the whole word. Invite students to echo you.
- Point to vowel 'a' and ask students to say the sound this letter represents. Ask students if the sound is long or short. Explain that if the final /ch/ sound comes after a short vowel sound, it is usually spelled tch.
- Write the word speech on the board in cursive, modeling proper letter formation.
- Identify and underline ch in the word. Model decoding and recoding the word.
- Point to the vowel team ee and ask students to say the sound these letters represent. Explain that if the /ch/ sound comes after a long vowel sound, it is usually spelled with ch.
- Display ch or tch Spelling Rules. Call on students to read the rules and examples aloud to the class. You may also choose to have students chorally read the examples.

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; 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.

Support

Include visuals to support students understanding of the words dictated in the word sort.

Activity Page 5.1





Foundational Skills

Foundational Literacy Skills

Beginning

Have students sort words into two groups, sorting *-ch* and *-tch* words by listening to the vowel sound they hear. Encourage students to explain the sorting "I hear the sound _ in the word _.

Intermediate

Provide words with the target digraphs for students to spell orally. Use the words in sentences and share with a partner.

Advanced/Advanced High

In a selected text, have students locate –ch and –tch words, read the words aloud, list them on a piece of paper, and discuss word meanings with a partner.

ELPS 1.B

- Have students turn and talk to share when *tch* or *ch* spelling is used within a word. Provide students with the following sentence frame:
 - "If I hear a /ch/ sound after ______, I should spell /ch/""

PRACTICE WITH WORD SORT (10 MIN.)

- Have students open to Activity Page 5.1.
- Review the word sort directions:
 - Tell students you will say a word aloud as they listen, repeat aloud, and write the word under the correct column.
- Remind students to complete responses in cursive.
- Say the first word aloud slowly to draw attention to each sound: marching.
- Ask students to quietly echo (model and suggest cupping hands from mouth to ear to hear the sounds in the word more closely) and determine which /ch/ spelling is used and write under the appropriate column. Remind students to reference the ch or tch Spelling Rules as needed to help with spelling.
- Ask students to turn and talk to justify why they placed a word in a particular column and justify their spelling to their partner.
- Continue with the rest of the words simply stating the word aloud and offering time for students to spell and sort.

marching	unlatch	noachos	catcher	batches	cort
marching	umatem	peaches	Catcher	Datches	sort

• Direct students to the lines under the chart. Have students write the sentence as you say it aloud: The clean kitchen left mom speechless.



Activity Page 5.1: Word Sort

Collect Activity Page 5.1 and assess students' ability to spell words with consonant digraphs and trigraphs.

Lesson 5: Review Common Consonant Digraph and Trigraph: *ch* and *tch* > /ch/

Reading



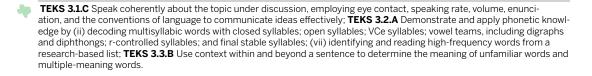
Primary Focus: Students will speak coherently about a topic with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**;

Students will read multisyllabic words with digraphs. Students will read and spell

- high-frequency word thought. **TEKS 3.2.A.ii**
- Students will read and spell high-frequency word *thought*. **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 CAMPFIRE TALES (10 MIN.)

- Explain that today, students will continue reading *Campfire Tales*. Retell or ask a student to retell what has been read so far. Responses should discuss the story elements of the story, such as character, setting, beginning, middle, and end.
- Write the word *branch* on the board. Explain that this word is in today's chapter and contains the digraph *ch*. Model for students how to decode this word. Note that the word contains only one syllable.
- Explain that students will examine another high-frequency word. Remind
 them that these are common words that they will come across often as they
 read and write, so learning to recognize and spell them will improve their
 overall reading and writing fluency.
- Display this lesson's high-frequency word: thought.
- Circle the letters 'th.' As they learned in Lesson 1, 't' and 'h' work together to form the digraph th, which has its own unique sound. Have students make the /th/ sound with you three times in unison as you hold up your fingers to count.
- Underline the letters 'ough'. Remind students that they may have learned that this group of letters is pronounced as a diphthong, or sliding vowel, that sounds like /aw/ as in paw. Have students make the ough sound with you three times in unison as you hold up your fingers to count.



Reader



Pages 12-15



Foundational Skills

Foundational Literacy Skills

Beginning

Pair students with a partner and have them read a short text. Prompt them to identify the names of the characters, the setting, and when the story takes place. Use sentence stems such as, "The story takes place ..."

Intermediate

Pair students with a partner and have them read a short text. Prompt them to retell the story using sentence frames such as, "First, . . . and then . . ."

Advanced/Advanced High

Have students orally retell the story to a partner and tell them to refer to the text for details.

ELPS 4.G

- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /th/ /ough/ /t/. Clarify the meaning of thought as needed. Invite students to turn to a partner and use the word in a sentence. For additional support, display the Spelling Cards for each sound.
- Call seven students to the front of the room, and give each a piece of paper to hold with the letters in the word thought, out of order. Have them reorganize themselves to spell the word correctly while their classmates watch and provide direction. Repeat with other groups of students.
- Guide the class in reading the rest of Chapter 1, starting on page 12.
- Pair students with intentional reading partners.
- Instruct students to partner read the rest of Chapter 1, starting on page 12 and ending on page 15.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Direct reading partners to speak coherently and focus on reading with appropriate pace while keeping enuciating. When reading the story, remind students to speak at an appropriate volume. When discussing the Reader have students maintain eye contact with their partner.
- 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.
- Choose strategic prompts to check for comprehension, as well as to check for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Ask the following question, and prompt students to use context for support, if needed. Example prompts include:
 - **Literal.** What is Kat's wish? (She wishes that no one in the town would ever go hungry again.)
 - Literal. How does the weather change after Kat makes her wish? (A great storm blew in.)
 - **Evaluative.** The text says the crops had been drying in the sun. Why were the crops drying out? (It had not rained in a long time.)
 - **Literal.** What lesson does Jen say we can learn from the story of the golden peach? (Always be kind and share with others.)
 - Inferential. Why does Sadie share her marshmallow with Jack? (Jack's marshmallow fell on the ground.)

Challenge

Encourage students to create a fill-in-the-blank story in which each blank must be filled in with a word containing ch or tch. Pair students and direct them to create silly stories by filling in the blanks with —ch or —tch words that do not make sense in the context of the story.

• Ensure students draw evidence from the text to support their responses. Provide the following sentence stems:

 I read in the text, so 		
--	--	--

Based on paragraph _____, I know . . .

WRAP UP (5 MIN.)

- Direct students to Activity Page 5.2. Students will be answering a comprehension question while using a word that contains the /ch/ sound from word bank.
- Read the directions aloud, then release students to begin.
- Remind students to write neatly in cursive, leaving space between words. Circulate and monitor, providing feedback for proper letter formation.
- · Offer feedback such as:
 - "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
 - "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."



Activity Page 5.2: Sentence Retelling

Collect and review Activity Page 5.2 and assess students' comprehension of the text as well as their ability to apply /ch/ words in context.

End Lesson

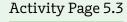
Activity Page 5.2



Lesson 5: Review Common Consonant Digraph and Trigraph: ch and tch >/ch/

Take-Home Material

• Have students take home Activity Page 5.3 to complete.





Lesson 5: Differentiated Instruction

Additional Support

- Provide students with opportunities to combine consonant blends and trigraphs with a common *ch* or *tch* rime to form words, such as *wa*, *hu*, *ca*, *pa*, *rea*, and *lun*. Direct students to make a list of the words they form with these blends and trigraphs. Then direct students to sort their words by the *ch* or *tch* spelling.
- Extend the word sort activity by allowing students to add their own words containing the /ch/ sound.
- The following words can be used to provide differentiation in the word sort activity.
 - One-syllable words: roach, scratch, watch, each, munch, starch
 - Challenging words: impeachment, unwatchable, unflinching, hatchery



INTRODUCE

Common Trigraph and Digraph: dge and ge > /j/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with digraphs.

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

Reading

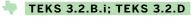
Students will read multisyllabic words with digraphs. **TEKS 3.2.A.ii**Students will speak coherently and read aloud with appropriate accuracy, rate, and expression.

TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 6.1

Reading and Dictation



TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words 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.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, pronunciation, 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	
Foundational Skills				
Introduce Common Trigraph dge and	Whole Group	5 min.	☐ Individual Code Chart	
Digraph ge > /j/			☐ Spelling Cards for ge > /j/ (fringe), dge > /j/ (judge)	
			☐ ge or dge Spelling Rules (Digital Components)	
Practice with Reading and Dictation	Whole Group	10 min.	☐ Activity Page 6.1	
Reading				
Choral Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 12–15)	
Wrap Up	Independent	5 min.	☐ Activity Page 6.2	

ADVANCE PREPARATION

Note to Teacher

Today's lesson highlights the schwa sound—a shift in vowel sound in unstressed syllables, covered in the Grade 2 curriculum. For the words marriage, village, and manage, demonstrate testing the long vowel sounds and then introduce the schwa. It often resembles a short 'u' or occasionally a short 'i'.

Foundational Skills

Digital Component 6.1

• Create an enlarged version of ge or dge Spelling Rules, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson.
 Consider using sticky notes to mark this section and mark parts of the Reader that use expression.
- Prepare a simple graphic organizer for students to use to retell the story in this section of the Reader.

Universal Access

- Provide images and/or sentences for context and understanding of the words used during the Reading and Dictation activity: badger, backstage, recharge, teenager, budge, dislodge, and hedgehog.
- Support student fluency practice by modeling fluent reading. Use sentence strips with text from this lesson's Chapter 1 excerpts to encourage students to employ meaningful phrasing as they read.
- Prepare a short text for students to read in partners.

Foundational Skills 1

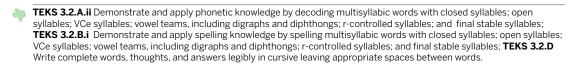
Lesson 6: Introduce Common Trigraph and Digraph: dge and ge > /j/ $Foundational\ Skills \qquad \ 15\text{M}$

Primary Focus: Students will read and spell multisyllabic words with digraphs.

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

INTRODUCE COMMON TRIGRAPH DGE AND DIGRAPH GE > /J/ (5 MIN.)

- Display the Individual Code Chart and Spelling Cards for ge >/j/ (fringe) and dge >/j/ (judge).
- Use the Spelling Cards as you explain that the basic code spelling for /j/ is usually ge, and it is sometimes spelled dge.
- Explain that like the review of the skill in the previous lesson, this lesson will focus on sound/spellings ge and dge and the rules for when to use each one.
- Write *badge* and *cage* on the board in cursive. Model cursive writing with proper letter formation.
- · Ask students to read each word aloud.
- Think aloud and explain how each word has the vowel /a/ sound: badge with the short /a/ sound and cage with the long /ae/ sound.
- Ask students what they notice about the chosen spelling for both words.
 Follow up by confirming that ge was used after the long /ae/ sound in cage and dge was used after the short /a/ sound in badge.
- Show students ge or dge Spelling Rules and read the rules aloud to students.
- Explain that these rules can also be used when figuring out how to pronounce a word.
- Write *enrage* and *misjudge* on the board in cursive. Model cursive writing with proper letter formation.
- Direct students to turn to an elbow partner. Ask: What vowel sound typically comes before the ge spelling? (/ae/)
- Direct students to turn to an elbow partner. Ask: What vowel sound comes before the *dge* spelling? (/u/)







Foundational Skills

Foundational Literacy Skills

Beginning

Have students work in a small group and take turns to read aloud a list of ge and dge words. Then, ask them to work together to sort the words into two columns, one for each spelling pattern.

Intermediate

Pair students and have them take turns reading a text. After reading, have them identify words with ge and dge patterns and talk about the meanings of these words using the stem:

"The word ___ means ___ because . . ."

Advanced/Advanced High

Pair up students and have them take turns timing each other. During their timed turn, students should write down as many words as they can that contain the ge and dge pattern.

ELPS 4.A

Activity Page 6.1



- Model how you would determine the correct pronunciation of each word based on the spelling, referring to the *ge* or *dge* Spelling Rules.
- Focus on enrage and point out the ge spelling.
- Eliminate the ge spelling rules that are not relevant (r-controlled pattern, another consonant).
- Say *enrage*, pronouncing the 'a' with the long vowel sound and with the schwa sound.
- Confirm the correct pronunciation with the long vowel sound for 'a'.
- Focus on misjudge and point out the dge spelling.
- Refer to the one spelling rule for *dge* to conclude that the 'u' is a short vowel sound.
- Say misjudge, pronouncing the 'u' with a short vowel sound.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Have students open to Activity Page 6.1.
- Ask students to point to the first word: wedge.
- Ask students to underline the trigraph dge.
- Use sound-by-sound blending to decode the word wedge: /w/e/dge/.
- Ask students to read the following four words, annotating ge or dge: enlarge, budget, edgeless, manage.
- Direct students to the blank lines. Explain that they will listen as you say a sentence, then listen again and write the sentence on the line.
 - She knows how to manage all five dogs on a walk.
 - We saw badgers and hedgehogs at the zoo.
 - He went backstage to recharge the lights.
- Remind students to write neatly in cursive, leaving space between words.
- After dictating the sentences, have students work in partners to read them, annotating any words with ge or dge.
- Circulate and observe students' letter formation on Activity Page 6.1. Provide feedback to individual students as you circulate. Offer feedback such as:
 - "Remember to keep your letters consistently sized. Try making your 'd' a bit taller to match the height of your other letters."

• "Focus on connecting your letters smoothly. Work on making the transition from 'g' to 'e' more fluid."



Activity Page 6.1: Reading and Dictation

Collect Activity Page 6.1 and assess students' ability to spell multisyllabic words with consonant digraphs and trigraphs.

Lesson 6: Introduce Common Trigraph and Digraph: dge and ge > /j/

Reading



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

CHORAL READ CAMPFIRE TALES (10 MIN.)

- Explain that today students will reread an excerpt from Chapter 1 of their Reader, *Campfire Tales* with a partner.
- Tell students that today's reading will focus on fluency, which refers to rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Direct students to page 12.
- Instruct students to read silently as you read the passage aloud. Model reading using appropriate rate, expression, and pausing for punctuation.
- Ask students to use a marker or finger to follow the text as they read with you.
- Ask: "What would it sound like to read this section too fast, too slow, or without expression?" (hard to understand, boring, not exciting)
- Prompt students to Think-Pair-Share: Can you find a part of the text that requires a slower reading pace and another part that requires a faster pace?





Pages 12-15

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 3.1.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.



Foundational Skills

Foundational Literacy Skills

Beginning

Have students work with a partner, taking turns reading a text. Prompt them to pause and self-correct if they miss a word, using 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 or index cards. Ask them to Mix them up and work collaboratively with a partner to discuss and arrange the sentences, taking turns reading listening to each other, and confirming the correct order together.

Advanced/Advanced High

Have students select a short passage from the Reader and set a reading fluency goal (e.g., words per minute). Ask them to read the selected passage aloud, aiming to achieve the set fluency goal using self-monitoring strategies to adjust reading speed, if necessary, to meet the fluency goal.

ELPS 1.B

- Invite students to share with the class. (This first part may be slower since Kat is nervous, but when her wish comes true it may be faster to show excitement.)
- Reread the passage a second time, and have all students read aloud in unison as you read it.
- Direct students to pages 14–15.
- 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.
- Prompt students to speak coherently and turn and talk: Can you identify the punctuation marks that indicate a change in your pace?
- Provide sentence stems for students' oral responses:
 - "A punctuation mark that indicated a change in my reading pace was
 "
 - "I knew I should slow down/speed up because . . ."
- Reread the passage a second time and have all students read aloud in unison as you read it.
- Have students retell or paraphrase the section. For example, "Kat reaches
 the peach tree and makes a wish that comes true and helps everyone in her
 village."
- Provide a simple graphic organizer to support students in paraphrasing or retelling the section.

WRAP UP (5 MIN.)

- Ask students to open to Activity Page 6.2. Students will be answering a comprehension question while using the word *smudged* or *nudged*. They will also need to identify the digraphs and trigraphs in each word.
- Read the directions and Exit Ticket question out loud. Remind students to write neatly in cursive, leaving spaces between words.
- Once students have finished, collect Exit Tickets.

Foundational Skills 1

Activity Page 6.2



Check for Understanding

As students choral 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. Use Activity 6.2 to have students write a response demonstrating understanding of the text using words with trigraph *dge*.

End Lesson

Lesson 6: Differentiated Instruction

Additional Support

MORE SUPPORT WITH COMMON DIGRAPH AND TRIGRAPH: GE AND DGE

- Provide students with opportunities to combine familiar sounds, consonant blends, and trigraphs to create a word list. Ask them to sort the words into rhyming sets. For example, edge, ledge, pledge, cage, wage, stage.
- Extend the lesson by allowing students to add their own words containing /j/ spelled with dge and ge to the words during Reading and Dictation.

LESSON

7

INTRODUCE

Advanced Digraphs: ph and gh

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaboratively spell words with consonant digraphs *ph* and *gh* that

make the /f/ sound. TEKS 3.1.D

Students will read and spell multisyllabic words with digraphs.

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

Students will read Chapter 2 of Campfire Tales and will listen actively to answer

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

Reading

Students will speak coherently about a topic with appropriate eye contact, volume,

- and speaking rate. **TEKS 3.1.C**
- → Students will read multisyllabic words with digraphs. **TEKS 3.2.A.ii**

Students will read and pronounce the Tricky Words desert and tortoise and the

high-frequency words every and began. 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 7.1

Phonics Tic-Tac-Toe

TEKS 3.2B.i

TEKS 3.1.D Work collaboratively with others 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.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 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, pronunciation, and the conventions of language to communicate ideas effectively; 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	
Foundational Skills				
Introduce Advanced Digraphs: <i>ph</i> and	Whole Group	5 min.	☐ Individual Code Chart	
gh > /f/			☐ Spelling Cards for /f/ > ph (phone) and /f/ > gh (tough)	
			☐ index cards, whiteboards, dry erase markers	
Play with Phonics Tic-Tac-Toe	Small Group	10 min.	☐ Activity Page 7.1	
Reading				
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 16–22)	
			u whiteboards and dry erase markers	
			☐ Anecdotal Reading Record	
Wrap Up	Independent	5 min.	☐ Activity Page 7.2	

ADVANCE PREPARATION

Foundational Skills

- Predetermine partners that will work together for Phonics Tic-Tac-Toe.
- Prepare index cards with each of the words for Phonics Tic-Tac-Toe written on them: elephant, toughen, dolphin, enough, graphic, laughter, phantom, phonics, rough.
 - Display a list of sentences for Emergent Bilingual Students:
 - The elephant slowly walked across the path at the zoo. Laughter filled the dolphin exhibit at Sea World.
 - The older sister told her sibling to toughen up.
 - We learn phonics in school, so we can read fluently.

Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Preview the section of the Reader that will be read during this lesson.
 Consider using sticky notes to mark this section to easily find vocabulary terms: phantom, soothing, and triumphant. Display vocabulary on the board for students to decode.

Universal Access

88

- Provide a list of the words for Phonics Tic-Tac-Toe to students who may need support to see the displayed index cards: *elephant*, *toughen*, *dolphin*, *enough*, *graphic*, *laughter*, *phantom*, *phonics*, *rough*.
- Prepare a short text, sentence frames, and a sequence graphic organizer.

Foundational Skills 1

Foundational Skills



Primary Focus: Students will collaboratively spell words with consonant digraphs

ph and gh that make the /f/ sound. **TEKS 3.1.D**

Students will read and spell multisyllabic words with digraphs.

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

INTRODUCE ADVANCED DIGRAPHS: PH AND GH > /F/ (5 MIN.)

- Write the words fit, phone, and tough on the board.
- Say each word aloud and ask the class to echo you.
- Direct students to turn and talk to an elbow partner to discuss which letter or letters is making the /f/ sound in each word.
- Confirm their responses by circling the 'f' in *fit*, the *ph* in *phone*, and the *gh* in *tough*.
- Have students open to their Individual Code Chart. Direct students to find and outline /f/ > ph and gh.
- Remind students that when two letters, such as *ph* or *gh* are used to spell one sound, it is called a *digraph*.
- Hold up the Spelling Card for gh > /f/(tough). Point to and pronounce each phoneme in tough: /t//u//f/. Blend the phonemes, saying the whole word. Have students echo the whole word.
- Direct students to collaborate with a partner to think of any additional words that contain the digraph *gh* and makes the /f/ sound.
- Record student responses on the board. Supply additional words as needed to ensure students see several examples, such as coughing, rough, laughter, enough, trough.
- Instruct students to examine these words and Think-Pair-Share to discuss what is similar in the way all the words are spelled. Guide students to notice that the *gh* makes the /f/ at the end of a word and only after a short vowel sound.



TEKS 3.1.D Work collaboratively with others 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.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 syllable; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



Foundational Skills

Foundational Literacy Skills

Beginning

Have students use letter tiles to build words from a provided list with different spellings (e.g., laugh, graph). Provide sentence frames such as "I can build the word ___." or "The letters for ___ are ___."

Intermediate

Give students a list of sentences featuring words with -gh and -ph patterns. In pairs, have them read the sentences aloud and use sentence stems like "I see the -gh pattern in ____." or "The word with -ph is ___." to discuss their observations.

Advanced/Advanced High

Have students make a list of words that rhyme with -gh and -ph patterns. Show examples of poems that use rhyming words with -gh and -ph patterns. Ask students to compose their own poem using words from their list.

Challenge

ELPS 4.A

Expand students' understanding of digraphs by explaining that *ph* is most commonly found in words that derive from Greek, as in *photo*, *graph*, and *phone*.

- Hold up the Spelling Card for ph > /f/ (phone). Point to and pronounce each phoneme in phone: /f/ /oe/ /n/. Blend the phonemes, saying the whole word. Have students echo the whole word.
- Direct students to Think-Pair-Share additional words that contain the digraph ph and makes the /f/ sound.
- Record student responses on the board. Supply additional words as needed to ensure that the words displayed show the digraph *ph* in various positions of words, such as *nephew*, *photograph*, *phrase*, *alphabet*, *physical*, *autograph*.
- Instruct students to examine these words and Think-Pair-Share to discuss any patterns they see in the way the words are spelled. Guide students to notice that the *ph* can make the /f/ sound in any position in a word.
- Display *ph* or *gh* Spelling Rules. Invite student volunteers to read each rule aloud.
- Distribute whiteboards and dry erase markers. Move students into pairs. Dictate each of the following words: *laughing*, *roughly*, *trophy*, *phase*, *morph*.
- Direct partners to use the spelling rules to determine if the word should use *ph* or *gh* to make the /f/ sound, and write each word in cursive on their whiteboard.
- Circulate and monitor student pairs. Provide feedback and support on the
 correct identification of ph and gh on the students' whiteboards. Also provide
 feedback and support with decoding the words. Remind students of the ph or
 gh Spelling Rules.
- Observe students' cursive writing and take notes on areas of student need such as letter formation, spacing, uniformity, etc.
- Note: *au* is an advanced code spelling for /ŏ/, and *ou* is an advanced code spelling for /ŭ/. When supporting students' decoding, you may mention this.

PLAY PHONICS TIC-TAC-TOE (10 MIN.)

- Have students open to Activity Page 7.1. Gather the prepared index cards.
- Separate students into assigned partners. Explain the directions for Phonics Tic-Tac-Toe.
- Students will listen to a word being read aloud by the teacher: *elephant*, *toughen*, *dolphin*, *enough*, *graphic*, *laughter*, *phantom*, *phonics*, *rough*.
 - Have students figure out who is the oldest in their pair. The oldest
 partner writes that first word in cursive in a space of their choice on the
 tic-tac-toe grid. The student writes their initials next to the word.

Activity Page 7.1



- The teacher displays the index card with the word. Students check and correct their spelling as needed.
- The teacher reads aloud the second word, and the second partner writes that word in cursive in a space of their choice on the tic-tac-toe grid. The student writes their initials next to the word, then views the index card to check their spelling.
- Continue the process in this way, with students alternating writing the dictated words on the tic-tac-toe grid.
- The objective is for a player to get three of their words in a row horizontally, vertically, or diagonally. The first player to achieve this is the winner.
 - Note: The students must correctly spell the words on the tic-tac-toe grid to win the game.
- Circulate and monitor as you call out the words. Observe students' letter formation as they write words on the tic-tac-toe board. Offer feedback such as:
 - "Ensure that your letters are properly spaced and don't run into each other."
 - "Check that your loops and tails are formed smoothly and connect to the next letter."



Activity Page 7.1: Phonics Tic-Tac-Toe

Collect Activity Page 7.1 and assess students' ability to spell words with consonant digraphs *ph* and *gh* that make the /f/ sound.

Lesson 7: Introduce Advanced Digraphs: ph and gh > /f/

Reading



Primary Focus: Students will speak coherently about a topic with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**

Students will read Chapter 2 of Campfire Tales and will listen actively to answer

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

Students will read multisyllabic words with digraphs.

TEKS 3.2.A.ii

Students will read and pronounce the Tricky Words desert and tortoise and the

high-frequency words every and began. 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 CAMPFIRE TALES (10 MIN.)

- Explain that today, students will continue reading *Campfire Tales* with a partner. As a class or in partners, encourage students to review what has happened in the story so far using "I remember" and "I noticed" sentences.
- Preview the following vocabulary words and phrases that students will encounter in this section of the Reader. Have students decode the words in isolation first and go over the correct pronunciation of each word.

phantom, adj., to have the qualities of something in the imagination, not real Example: The wind whistled a phantom song through the trees.

soothing, adj., calming or comforting

Example: The nurse's voice was soothing as she took care of the sick patient.

triumphant, adj., feeling happiness and pride after doing a good job Example: I felt triumphant when I worked hard and received good grades in all subjects.

Sayings and Phrases

Wild chase is a phrase that means to run after someone or something in a fast and frenzied manner.

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, pronunciation, and the conventions of language to communicate ideas effectively; 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; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

Example: My dog went on a wild chase for a squirrel, tearing through the forest as fast as he could.

- Conduct a brief discussion about the different words and phrases in the chart, including the phrase *wild chase*. 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 "Matteo's Story: 'Melody of the Desert'"					
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	phantom	triumphant soothing			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases	wild chase				

- Give students a few moments to think independently about the key points of the story. Prompt students to turn to a partner and discuss their responses. Invite students to share their key points with the class.
- Explain that students will also examine two new high-frequency words. Remind them that these are common words that they will come across often as they read and write.
- Display this lesson's high-frequency words: every and began.
- Focus on the word *every*. Ask students to identify the vowels in the word. As they do so, underline the two 'e's and the 'y'. Draw a line to divide the syllables: eve/ry.
- Circle the first syllable, 'eve'. Explain that this spelling would usually be pronounced with a long /ee/ sound, but here it is pronounced with the short /e/ sound, as ev.
- Underline the 'y,' and remind students that a 'y' at the end of a word usually makes the long /ee/ sound, as in *story* and *tree*.



Pages 16-22





Reading

Reading/Viewing Closely

Beginning

Have students read a short text and retell the story by giving the names of the characters, the setting, and when the story takes place. Provide sentence frames to guide their retelling.

Intermediate

Have students read a short text and complete a sequence graphic organizer. Have students share their understanding with a partner using sentence frames.

Advanced/Advanced High

Have students read a short text and create a storyboard or comic strip to retell the text.

ELPS 4.G

- Focus on the word began. Ask students to identify the consonants in the word. As they do so, underline the 'b', 'g', and 'n'. Draw a line to divide the syllables: be/gan.
- Ask: What vowel sound is made in the first syllable? (long /ee/)
- Ask: What do you notice about where the vowel is placed in the first syllable?
 Provide a sentence frame for students to form their answer: "It is at _____ of the syllable." (It is at the end of the syllable.)
- Remind students that an open syllable is a syllable that ends with a long vowel sound spelled with a single vowel letter; the 'be' in *began* is an open syllable.
- Prompt students to turn to a partner and discuss: What vowel sound is made in the second syllable? (/a/)
- Remind students that a closed syllable is a syllable that ends with a short vowel sound spelled with a single vowel letter; the 'gan' in *began* is a closed syllable.
- Display the following Tricky Words: *desert* and *tortoise*. Read each word and use it aloud in a sentence.
- Point out which parts of each 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: desert

- Expected: /d/, /e/, /r/, /t/

- Tricky: the letter 's' is pronounced /z/

• Tricky Word: tortoise

- Expected: /t/, /or/, /s/

- Tricky: the letters 'oi' are pronounced /ĭ/, and the letter 'e' is silent

- Guide the class in reading Chapter 2, pages 16–18. Model fluent reading for a paragraph, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.
- Pair students with intentional reading partners. Tell students that they will
 partner-read the rest of Chapter 2. Direct students to alternate reading
 sentences for the rest of Chapter 2, focusing on reading fluently with
 appropriate pace and volume.

Foundational Skills 1

- Use strategic prompts to check for comprehension, as well as to check for students' 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.** Who discovers where the music is coming from? (*Pedro the tortoise and Lola the jackrabbit*)
 - 2. **Evaluative.** What does the word *triumphant* describe in the text? What would you describe as *triumphant*? (very pleased with himself, happy; Answers may vary but could include winning a game, doing well on a test, etc.)
 - 3. **Literal.** What does Rascal want to do to Melody, and why? (He wanted to steal her gift of music and fill the sky with his own music instead. He is jealous of Melody.)
 - 4. **Inferential.** Why does Rascal feel ashamed, and what does Pedro the tortoise tell him to help him understand and feel better? (He is ashamed for being jealous of Melody's music. Pedro tells him that everyone has their own talents.)
 - 5. **Evaluative.** What does it mean to have a special gift? (Answers may vary but could include that having a special gift means to be able to have or do something unique to you.)
- Ensure students draw evidence from the text to support their responses. Provide sentence stem as needed such as, . . . discovered where the music is coming from. Triumphant means . . . Rascal wants to . . . Rascal feels ashamed because . . . , and Pedro tells him . . . To have a special gift means . . .
- 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.

Activity Page 7.2



WRAP UP (5 MIN.)

- Direct students to Activity Page 7.2. Read the directions aloud.
- Students will be answering questions about the story elements of the stories while also utilizing ph or gh words from a word bank.
- Release students to discuss with a partner. Provide sentence starters for them to formulate their thoughts:
 - The most important part of the story is . . .
 - A major character in the story is ____.
 - I can use the word ___ to describe . . . in the story.
- Once students discuss with a partner, prompt them to write their sentences on the activity page. Remind students to write their responses in cursive.



Check for Understanding

While monitoring comprehension during the reading of the text, pay attention to student responses and take notes regarding their individual reading ability in the Anecdotal Reading Record. You can opt to confer with these students, asking them to read a part of the text and then answer question(s) again. Collect Activity Page 7.2 to assess their ability to spell words with the digraphs *ph* and *gh* while demonstrating reading comprehension.

End Lesson

Lesson 7: Differentiated Instruction

Additional Support

MORE HELP WITH DIGRAPHS

- Work with students to create an anchor chart or reference sheet to help students understand when to use the *ph* and *gh* digraphs. Consider adapting TR 7.1 for this purpose. Clarify that *gh* only makes the /f/ sound after short vowel sounds, such as *cough* and laugh. However, the ph can be used in any part of a word, the beginning, middle, or end, to make the /f/ sound.
- Provide practice for students familiarizing themselves with the digraphs ph and gh by encouraging them to create nonsense words and presenting those words to a partner, being sure to say the ph and gh digraphs correctly as /f/.
- Provide additional practice for students in using words with the digraphs
 ph and gh by encouraging them to write a rhyming poem about the

 Reader using words containing the digraphs.

8

INTRODUCE

Advanced Digraphs: kn and gn > /n/

PRIMARY FOCUS OF LESSON

Foundational Skills

TEKS 3.2.A.ii

Reading

Students will read Chapter 3 of Campfire Tales and will listen actively to answer

and discuss questions about the text. TEKS 3.1.A

Students will speak coherently about a topic with appropriate eye contact, volume,

and speaking rate. **TEKS 3.1.C**

Students will read and spell multisyllabic words with digraphs.

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

Students will read and pronounce Tricky Words drought, solution, and baobab and

the high-frequency word hard. **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

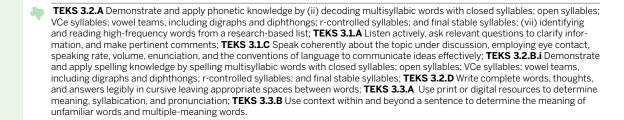
multiple-meaning words. **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 8.2

Encode and Apply

TEKS 3.2.B.i; TEKS 3.2.D



LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Introduce Advanced Digraphs: kn and	Whole Group	5 min.	☐ Individual Code Chart		
gn > /n/			\square spelling cards for $/n/>gn$ (sign) and $/n/>kn$ (knock)		
Practice with Reading	Whole Group	5 min.	☐ Activity Page 8.1		
Reading					
Read Campfire Tales	Whole Group	15 min.	☐ Campfire Tales (pp.24–31)		
			☐ Anecdotal Reading Record		
Practice with Encode and Apply	Independent	5 min.	☐ Activity Page 8.2		

ADVANCE PREPARATION

Reading

• Preview the section of the Reader that will be read during this lesson.

Consider using sticky notes to mark this section to easily find vocabulary terms: persistent and resign. Display vocabulary on the board for students to decode.

Universal Access

- Include a picture of students working together and another picture of a child holding a card to illustrate the sentences on Activity Page 8.2.
- Prepare a list of words that contain the digraph *ng* to extend the learning around advanced digraphs.
- Prepare visuals that represent *drought*, solution, and baobab.
- Provide a list of words for the students to use when creating a crossword puzzle: *knife*, *knight*, *knuckle*, *known*, *knob*, *sign*, *gnome*, *gnaw*, *gnash*, *gnarl*.
- Have prescreened websites that are approved by the school available to search for videos of *kn* or *gn* digraphs.

Start Lesson

Foundational Skills



Primary Focus: Students will read multisyllabic words with digraphs.

TEKS 3.2.A.ii

INTRODUCE ADVANCED DIGRAPHS: KN AND GN > /N/ (5 MIN.)

- Write *knot*, *kneel*, *knob*, *knuckle*, and *doorknocker* on the board in cursive, modeling proper letter formation.
- Prompt students to Think-Pair-Share: What do you notice about the spelling of these words?
- Listen for students to notice that the *kn* makes the /n/ sound in each word. The *kn* is always at the beginning of a word or syllable.
- Write gnaw, sign, assignment, designer, and campaign on the board.
- Prompt students to Think-Pair-Share: What do you notice about the spelling of these words?

TEKS 3.2A.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.

Foundational Skills 1

- Listen for students to notice that the *gn* makes the /n/ sound in each word. The *gn* can come at the beginning or end of a word or syllable.
- Have students retrieve their Individual Code Charts and outline the *gn* and *kn* spellings.
- Confirm that kn and gn are advanced code spellings for the /n/ sound.
- Display the Spelling Cards for *gn* and *kn* Model decoding and recoding the key words on each spelling card and direct students to echo you back: *knock*, *sign*.

INTRODUCE ADVANCED DIGRAPHS: KN AND GN > /N/ (5 MIN.)

- Ask students to turn to Activity Page 8.1.
- Model reading aloud the first word *knotted* and underlining the *kn* digraph.
- Release students to repeat the process for *gnarly*, *knockoff*, *align*, and *kneepad*.
- Dictate each of the following sentences. Direct students to complete each sentence with the words they hear, correctly spelling the words with either the *kn* or *gn* digraph.
 - The knitter knew how to untie a knot.
 - A tiny gnat landed on the knee of the gnome.
- Circulate and observe students' letter formation on Activity Page 8.1.
- Provide feedback to individual students as you circulate. Offer feedback such as:
 - "Focus on maintaining consistent slant and angle throughout your writing."
 - "Focus on keeping your letters of uniform size and proportion."



Activity Page 8.1: Reading and Dictation

Collect Activity Page 8.1 to check for students' ability to correctly spell words with the *gn* and *kn* digraphs.

Activity Page 8.1





Foundational Skills

Foundational Literacy Skills

Beginning

Have students make flashcards with *gn* and *kn* words. Have them practice their spelling orally with a partner.

Intermediate

Provide a bank of words that contain the *gn* and *kn* digraphs. Have students use the words in sentences and read their sentence to a partner.

Advanced/Advanced High

Have students complete or create a crossword puzzle with *gn* or *kn* words. Have them work with a partner.

ELPS 4.A

Challenge

Mix in some words with the digraph ng, such as boing, ping pong, along, amongst, angry, and conga. Assess students' ability to distinguish the ng digraph from the gn digraph.

Lesson 8: Introduce Advanced Digraphs: kn and gn > /n/

Reading



Primary Focus: Students will speak coherently about a topic with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**

Students will read Chapter 3 of Campfire Tales and will listen actively to answer and

discuss questions about the text. **TEKS 3.1.A**

Students will read and spell multisyllabic words with digraphs.

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

Students will read and pronounce Tricky Words drought, solution, and baobab and

the high-frequency word hard. **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 CAMPFIRE TALES (10 MIN.)

- Explain that today students continue reading *Campfire Tales*. Direct students to turn to an elbow partner to retell what has been read so far using *first*, *next*, *then*, and *last*.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words in isolation first and go over the correct pronunciation of each word.

baobab tree, n., a very large tree that can live for over a thousand years, found in parts of Africa

Examples: The monkeys were feeding off the enormous fruit of the baobab trees.

drought, n., a long period of time without rain, leading to a lack of water Example: The farmers lost many crops this year because of the drought.

grasslands, n., large areas covered with grass, found in many parts of tropical Africa; sometimes called a savanna

Example: The zebras wandered across the grasslands, where there was plenty to eat.

Reader



Pages 24-31

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; TEKS3.2.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 3.2.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.

Foundational Skills 1

persistent, adj., trying even when something is difficult and not giving up, no matter what

Example: The musician was persistent and kept practicing the song until it was perfect.

resign, v., to accept something that can't be changed Example: I was so tired that I decided to resign myself to finishing the yard work tomorrow.

- Conduct a brief discussion about the meanings of 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 Sadie's Story: "'The Clever Rabbit'"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	grasslands drought baobab tree	persistent resign		
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases				

- Write the word *known* on the board in cursive, modeling proper letter formation. Explain that this word is in today's chapter and contains the digraph *kn*. Model for students how to decode this word.
- Points to consider while decoding:
 - The word has one syllable.
 - The letters 'ow' make the long /oe/ sound.
- Explain that students will examine another high-frequency word.
- Display this lesson's high-frequency word: hard.
- Underline the letters 'ar.' Remind students that 'r' controls the way the vowel before it sounds. In the word *hard*, 'ar' makes the /ar/ sound like in *car*. Sometimes 'ar' can make the /er/ sound like in *dollar*. Have students say /ar/ with you as you point to the letters 'ar.'
- Blend the sounds aloud as you run your fingers under them, then ask

students to repeat the word themselves: h/ar/d. For additional support, display the Spelling Cards for each sound.

- Tell students that *hard* is a homonym; it is a word that has multiple meanings but is spelled and pronounced the same.
- Ask: What does hard mean in this sentence: "The chair was hard, so I put a pillow on the seat"? (not soft; firm)
- Ask: What does *hard* mean in this sentence: "The math text was not hard; I think I got all the answers correct"? (difficult)
- Tell students that they will also see the word *hardship* in today's section of *Campfire Tales*. Display the word *hardship* on the board and divide the syllables: hard/ship. Define *hardship* as a situation or experience that is difficult to deal with or manage.
- Display the Tricky Words *drought*, *solution*, and *baobab*. Read each word, and use it aloud in a sentence.
- Point out which parts of each 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: drought

- Expected: /d/, /r/, /ou/, /t/

- Tricky: The letters gh are silent.

Tricky Word: solution

- Expected: /s/,/I/, /tion/

Tricky: The letter 'o' is pronounced /ə/; the letter 'u' is pronounced /oo/.

Tricky Word: baobab

- Expected: /b/, /a/

- Tricky: The letters 'ao' are pronounced /ae/ /o/.

- Invite students to share with a turn-and-talk partner what they already know about the meanings of these words. Encourage students to maintain eye contact while speaking coherently about these words from the Reader.
- Guide the class in reading Chapter 3, pages 24–31. There are fifteen

Reader



Pages 24-31

paragraphs in this section. Assign each paragraph to two students who will chorally read their assigned paragraph aloud while their peers follow along. Some students may be assigned multiple paragraphs.

- Have students mark the high-frequency word *hard* in the text as they read. Students might also identify previous high-frequency words also present in this section of the Reader: *tree*, *story*, *thought*.
- Use strategic prompts to check for comprehension as well as to check for students' 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:
 - **Literal.** Why does Sadie's grandfather tell her this story? (*He wants her to go to sleep.*)
 - **Evaluative.** Why are Kwame's family and friends suffering? (*There was a drought. The plants withered and died.*)
 - **Inferential.** In the third paragraph, what does the word *resign* mean? Where can you look for the definition? (to accept something bad that can't be changed; "he decided to find a solution no matter what")
 - **Literal.** What does Kwame do to help bring water to the land? (He brings the animals together to dig wells deep into the ground.)
 - **Evaluative.** What are the qualities of a leader based on what Asha described in the text? (hard worker, determined)
- Ensure students draw evidence from the text to support their responses.
- 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.

PRACTICE WITH ENCODE AND APPLY (5 MIN.)

- Have students open to Activity Page 8.2. Read aloud the directions. Clarify that students will complete each of the words with the digraph *kn* or *gn*.
- For the final prompt, dictate the following sentence about their Reader, Campfire Tales: "Kwame had a knack for designing smart plans."
- Direct students to complete the sentence in cursive, leaving space between



Foundational Skills

Foundational Literacy Skills

Beginning

Show visuals that represent drought, solution, and baobab. Have students work in groups to list words that describe these visuals.

Intermediate

In partners, have students do a word association for the Tricky Words. For example, students may associate dry, no water, farming, and heat with drought.

Advanced/Advanced High

Have students write a sentence for each Tricky Word that shows its meaning. For example, "A drought caused the crops to dry up." Have students read their sentence to a partner.

ELPS 4.F

Activity Page 8.2



words. Circulate and monitor, providing corrective feedback for proper letter formation. Offer feedback such as:

- "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
- "Focus on connecting your letters smoothly. Work on making the transition from 'k' to 'n' more fluid."
- Direct students to underline the digraphs *kn* or *gn* in the sentence.

Challenge

Challenge students to create two word jumbles of the letters of the focus words in this lesson. Allow them to trade their word jumbles with a partner and try to unscramble each word to form the correct spelling.



Activity Page 8.2: Encode and Apply

Collect Activity Page 8.2 and assess students' ability to correctly spell multisyllabic words containing the *kn* and *gn* consonant digraphs.

End Lesson

Lesson 8: Differentiated Instruction

Additional Support

MORE HELP WITH DIGRAPHS

- For additional practice with advanced digraphs, provide students with index cards. Write the letters 'ee', 'at', 'ock', 'aw', 'ick', and 'ow' on individual cards. Have each student create a T-chart on a piece of paper with a *kn* column and a *gn* column. Direct students to match up each of the word endings with the correct beginning sound, then write the new word under the correct column, *kn* or *gn*. For spelling practice, have Partner A hide the written words and read each one aloud, then have Partner B spell the word aloud. Have partners switch roles.
- Invite students to find a video online (from school and classroom approved websites) that explains when to use the *kn* or *gn* digraphs. Ask them to explain why they think their chosen video should be shown to the class.



INTRODUCE

Common Trigraphs: igh, ear, eer, ere, and ore

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with trigraphs.

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

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 speak coherently about a topic, holding eye contact and using

- appropriate volume level. TEKS 3.1.C
- Students will read multisyllabic words with trigraphs. **TEKS 3.2.A.ii**Students will read aloud with appropriate accuracy, rate, and expression.
- TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 9.1

Trigraph Dictation

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

Activity Page 9.2

Exit Ticket

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

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 syllable. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; 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	
Foundational Skills				
Introduce Common Trigraphs: igh, ear (dear), eer, ere (here), ore	Whole Group	5 min.	☐ Consonant Trigraphs: igh, ear, eer, ere, ore (TR 9.1)	
			☐ Consonant Trigraphs: <i>igh</i> , <i>ear</i> , <i>eer</i> , <i>ere</i> , <i>ore</i> (Digital Components)	
Practice with Dictation	Whole Group	10 min.	☐ Activity Page 9.1	
Reading				
Partner Read Campfire Tales	Small Group	10 min.	☐ Campfire Tales (pp. 16–22)	
			☐ Partner Reading Feedback (TR 9.2)	
			Partner Reading Feedback (Digital Components)	
			☐ Anecdotal Reading Record	
Wrap Up	Independent	5 min.	☐ Activity Page 9.2	

ADVANCE PREPARATION

Foundational Skills

Digital Component 9.1

• Create an enlarged version, or prepare to display the digital version of Consonant Trigraphs: *igh*, *ear*, *eer*, *ere*, *ore*.

Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record

Digital Component 9.2

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

Universal Access

- Provide a recording of the sentences from Activity 9.1 for students who may need extra time to complete the task.
- Prepare a short paragraph from the Reader for students to read in partners.

Lesson 9: Introduce Common Trigraphs: igh, ear, eer, ere, and ore Foundational Skills



Primary Focus: Students will read and spell multisyllabic words with digraphs.

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

INTRODUCE COMMON TRIGRAPHS: IGH, EAR (DEAR), EER, ERE(HERE), ORE (5 MIN.)

- Display Consonant Trigraphs: igh, ear, eer, ere, ore.
- Explain these spellings as trigraphs (three letters that combine to make a single sound).
- Focusing on one spelling at a time, point to the spelling as you say it aloud, and have students repeat the sound in unison. Then, read the examples while underlining the trigraph spelling, stretching out the vowel sound to help students hear that it is a long vowel sound (/ie/ for igh, /ee/ for ear and eer, and /or/ for ore).
- Have students repeat the words read aloud and clap the syllables.
- Point out that these are not the only spellings for the sounds, nor the only sounds that these spellings can make. Remind students that oftentimes there is more than one way to spell a sound. Ensure they understand that today they will read, spell, and identify words with these specific sound spellings.
- Point out that there are no rules that show when to use the different sound spellings, and that this can be difficult when the trigraphs sound the same, such as ear, eer, and ere. Explain that students will review a variety of words that use the trigraphs igh, ear, eer, ere, and ore so that they can become familiar with them and apply them in their own writing.
- Draw a table with a column for each trigraph on the board/chart paper.
- Say the word nearby aloud. Prompt students to turn and talk to identify the trigraph used in the word.
- · Ask a student volunteer to share the spelling of the word, then write the correct spelling on the board/chart paper in the ear column.
- Repeat the process with the words insight, cheerful, adhere and ignore.



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 syllable; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



Foundational Skills

Foundational Literacy Skills

Beginning

Have students use letter tiles to build words from a provided list with the trigraphs in the lesson. Provide sentence frames such as "I can build the word _" or "The letters for _____ are ____."

Intermediate

Have students make flashcards for the focus words: highlight, sincere, career, explore, clearly. Have students circle the trigraph in each word. Have students practice with the flashcards.

Advanced/Advanced High

Have students write each focus word (circle, sincere, career, explore, clearly) in a sentence, including context for the meaning of each word. Have students share their sentences aloud.

ELPS 4.A

- Prompt students to Think-Pair-Share: What are some other words you can think of that have the trigraphs *igh*, *ear*, *eer*, *ere*, or *ore*?
- Ask for student volunteers to share words and their spellings as you continue writing them in the table.

PRACTICE WITH DICTATION (10 MIN.)

- Have students open to Activity Page 9.1.
- Encourage students to refer to the Consonant Trigraphs chart and the table created in the Introduce Common Trigraphs activity while completing Activity Page 9.1.
- Explain that they will listen as you say each word or sentence once. Then they will listen as you say it again, and they will write it on the lines on Activity Page 9.1.
 - clearly
 - sincere
 - career
 - She loved to explore her own backyard.
 - I had to highlight the words in the book that I didn't know.
- Allow time for students to identify and circle the trigraph in each word
- Remind students to write the sentences in cursive, leaving spaces between words when applicable.
- Circulate and monitor, providing corrective feedback for proper letter formation as needed. Offer feedback such as:
 - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."
 - "Remember to keep your letters consistently sized. Try making your 'l' a bit taller to match the height of your other letters."



Activity Page 9.1: Trigraph Dictation

Collect Activity Page 9.1 and assess students' ability to spell words with consonant trigraphs.

Activity Page 9.1



Challenge

Challenge students to create a digital sorting game using interactive whiteboard software or educational apps.
Students can drag and drop words into the correct trigraph categories on the screen.

Lesson 9: Introduce Common Trigraphs: igh, ear, eer, ere, and ore

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 multisyllabic words with trigraphs.

TEKS 3.2.A.ii

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

TEKS 3.1.C; TEKS 3.4

PARTNER READ CAMPFIRE TALES (10 MIN.)

- Pair students with intentional reading partners.
- Tell students that they will partner-read Chapter 2 of Campfire Tales.
- Explain that just like during choral reading, partners will focus on fluency as they reread Chapter 2 together.
- Remind students that fluency refers to rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- 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 in Partner Reading Feedback (Digital Component 9.2).
- Remind students of the two high-frequency words in Chapter 2 as you display them: every and began.
- 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 accuracy. Use the stems provided such as, "You read faster and more accurately as we practiced."





Pages 16-22

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; 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 3.1.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.A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Have students repeat these steps back to you and then have them start the partner reading routine.
- Direct students to alternate reading sentences until the end of Chapter 2. If time allows, encourage students to partner-read Chapter 3.
- 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.
- Tell students that today they are going to practice speaking to their partner coherently. This means in a clear way that makes sense.
- Tell students they will evaluate each other's reading by giving each other positive feedback.
- Explain to students that it is important to make eye contact with someone when they are speaking to them.
- Direct students to turn to their partner to be able to look them in the eye.
- Explain that it is important for students to use a volume level that is not too loud or too quiet. Model using the correct volume level.
- Tell students they can use the sentence stems in Buddy Reading Feedback.
- Listen for effective student feedback, for example:
 - You read at just the right speed for the story to flow, and not too fast for me to understand.
 - I like how you read with feeling when the children spoke in the story.
 - You corrected yourself when you made an error.
 - I like when you used different voices for Pedro the Tortoise and Rascal.
- Refocus the class. Prompt students to Think-Pair-Share: What are some words from the last two pages of Chapter 2 with the consonant trigraphs *igh*, *ear*, *eer*, *ere*, or *ore*? How do these words add to the story?
- Invite students to share their answers with the class: before, firelight, volunteer. These words add to the setting and help us picture the story better.

Support

Confer with students whom you have identified as needing extra support in the Anecdotal Reading Record.

- Identify trends in partner reading. Provide the class batch feedback to support future partner reading. Feedback may include:
 - Adjust your pitch to emphasize important words or ideas. This helps convey the meaning and emotion in the text.
 - Read at a natural pace, not too fast or too slow. Vary your speed based on the content, slowing down for important details or speeding up for less crucial information.
 - Use pauses to signal transitions between ideas or paragraphs. Pauses allow listeners to process information and understand the structure of the text.

WRAP UP (5 MIN.)

- Ask students to open to Activity Page 9.2.
- Read the directions aloud. Remind students to write neatly in cursive, leaving spaces between words.
- Circulate and monitor, providing corrective feedback for proper letter formation. and locating the trigraphs in the words. The feedback may include, "Great job circling the three letters that make one sound as a trigraph in the word before." Students will be answering a comprehension question as well as using words with trigraphs to complete sentences.



Activity Page 9.2 Exit Ticket

Collect Activity Page 9.2 and assess students' ability to spell words with consonant trigraphs while also demonstrating reading comprehension. Offer feedback such as:

- "Focus on keeping your letters of uniform size and proportion."
- "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."

End Lesson

Activity Page 9.2





Foundational Skills

Foundational Literacy Skills

Beginning

Have students work in a small group and take turns to read aloud. Prompt students to pause and self-correct if they miss a word, using the sentence frame: "Let me try this word again."

Intermediate

Ask students to read the story in the Reader and retell the story. Have students work with a partner by listening to each other as they take turns using the following sentence stems: "Melody's gift was...," "The raven wanted to take Melody's needles because ...," "The jackrabbit reacted to the raven by ...," "The tortoise's lesson was ..."

Advanced/Advanced High

Pair students and have them read aloud a short paragraph from the Reader. Ask them to draw a comic strip to retell the story.

ELPS 4.G

Lesson 9: Differentiated Instruction

Additional Support

MORE HELP WITH TRIGRAPHS

- Break down the word *trigraph* into two parts: *tri* and *graph*. Explain that *tri* is a prefix that we use when talking about three of something. Provide examples of other words with *tri*—, such as *triangle*, *tricycle*, and *trilogy*. Explain that *graph* means written down. Provide examples of other words with *graph*, such as *biography*, *autograph*, and *calligraphy*. A trigraph is a single sound that we depict using three letters. They can be made up of three consonants, a combination of both vowels and consonants, or, in some cases, three yowels.
- Provide additional opportunities for students to practice decoding and encoding words with the consonant trigraphs *igh*, *ear*, *eer*, *ere*, and *ore* by providing flashcards with the target trigraphs along with flashcards depicting a variety of consonant and consonant blends.
- Ask students to create their own words individually or in small groups, and use a dictionary to verify the words are not nonsense words.
- To reinforce encoding skills, say a series of words aloud and have students spell them using the flashcards.

10

INTRODUCE

Common Trigraphs: ear, ere, air, and are

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with trigraphs.

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

Reading

Students will read Chapter 4 of *Campfire Tales* with understanding and will answer and discuss literal, inferential, and evaluative questions about the

- text. TEKS 3.1.A
- Students will read multisyllabic words with trigraphs. **TEKS 3.2.A.ii**Students will read and pronounce Tricky Words *neighbors* and *flooded* and the
- high-frequency word important. **TEKS 3.2.A.vii**

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

nd 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 10.1

Same Sound Sort

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

Activity Page 10.2

Exit Ticket

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

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.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 3.3.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	
Foundational Skills				
Introduce Common Trigraphs: ear (bear), ere (there), air, are (care)	Whole Group	5 min.	☐ Consonant Trigraphs: ear, ere, air, are (TR 10.1)	
			☐ Consonant Trigraphs: ear, ere, air, are (Digital Components)	
Practice with Same Sound Sort	Whole Group/ Independent	10 min.	☐ Activity Page 10.1	
Reading				
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pgs. 32–39)	
			u whiteboards and dry erase markers	
			☐ whisper phones	
			☐ Anecdotal Reading Record	
Wrap Up	Whole Group	5 min.	☐ Activity Page 10.2	

ADVANCE PREPARATION

Note to Teacher

The four consonant trigraphs that students will learn in this lesson are examples of r-controlled vowels. Although students have learned about r-controlled syllables in Grade 2, they might not immediately recall this type of syllable or the idea that the 'r' controls the sound the vowel before it makes. Therefore, in this lesson, it is simply pointed out that these trigraphs rhyme. Students will explore r-controlled syllables in depth in Unit 5.

Foundational Skills

- Digital Component 10.1
 - Prepare an enlarged version of Consonant Trigraphs: ear, ere, air, are

Reading

• Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *caulk*. Display vocabulary on the board for students to decode.

Universal Access

- Use the images prepared in advance as you preview the Tricky Words (neighbors, flooded) to provide visual support for the words and their meanings. These visual supports make text more comprehensible for all learners, and accessible for learners who would have difficulty with comprehension when only provided in a written and/or verbal format.
- Prepare a two-column chart for words with the ear or ere pattern.
- Prepare a sequencing graphic organizer.

Start Lesson

Foundational Skills



Primary Focus: Students will read and spell multisyllabic words with trigraphs.

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

INTRODUCE COMMON TRIGRAPHS: EAR (BEAR), ERE (THERE), AIR, ARE (CARE) (5 MIN.)

- Display Consonant Trigraphs: ear, ere, air, are.
- Remind students that these spellings are trigraphs (three letters that combine to make a single sound).
- Focus on one trigraph at a time, say it aloud, and have students repeat the sound in unison. Then, read the examples while underlining the trigraph.
 - Point out the two spellings that are the same as the two that they learned in the previous lesson (ear and eer). Emphasize the differences in the sounds they represent in today's lesson. Note the word tearing and explain that both pronunciations are words. Emphasize to students that understanding the context is crucial when deciding how to pronounce spellings with multiple sound patterns.
- Prompt students to Think-Pair-Share: What do you notice about these four trigraphs and the sounds that they represent? Provide sentence frames for student responses: They all ______. The sound is _____. (They all make the same sound. The sound is /air/.)
- Circle the keywords *bear*, *there*, *pair*, and *square* on Consonant Trigraphs: ear, ere, air, are. Ask students to echo as you read each word.
- Explain that these keywords can help us when we have multiple spelling patterns for one sound.
- Tell students that the most frequently used spelling for /air/ is air. Write a number 1 next to the air trigraph. Explain that this spelling is most often found in words that are nouns.
- Have students repeat the words read aloud and clap the syllables.
- Remind students that often there is more than one way to spell a sound, and that these are not the only sounds represented by these spellings. Ensure they understand that today they will read, spell, and identify words with these specific sound spellings.

PRACTICE WITH SAME SOUND SORT (10 MIN.)

- Have students turn to Activity Page 10.1.
- Focus students' attention on Part 1.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide real objects, pictures, or drawings to demonstrate the meaning of the words that follow the pattern (weary, appear, spear, sincere) and have students act out the words to demonstrate understanding.

Intermediate

Pair students and provide a two-column chart. Have students name and discuss additional examples of words following the ear, ere pattern.

Advanced/Advanced High

Have students work with a partner to define the multiple-meaning word (tear) and then write a sentence incorporating the words. Example: "I shed a tear when my favorite shirt got a tear in it." Have students read their sentence to a partner.

Activity Page 10.1



ELPS 2.E

- Tell students that they will use our keywords to sort the /air/ words by their spellings. Explain that students will read each sentence and circle the words that contain the /air/ sound. Then they will write the words under the keyword for each spelling. Remind students to write neatly in cursive.
- Prompt students to Think-Pair-Share: What do you notice about the spellings of the words in each list? Provide sentence frames for student responses:
 Most of the words are spelled with _____. The fewest words are spelled with _____. (Most of the words are spelled with air. The fewest words are spelled with ere.)
- Direct students' attention to Part 2.
- Tell students that they will choose one word from each column in their sorted word list then write a sentence for each word they chose.
- Remind students to write neatly in cursive, leaving space between the words.



Activity Page 10.1: Same Sound Sort

Collect Activity Page 10.1 and assess students' ability to read and spell words with consonant trigraphs.

Support

Provide the words from Consonant Trigraphs: ear, ere, air, are in the context of a sentence to support understanding. For example:

- A ripe pear fell from the tree.
- I was excited to attend the fair with my friends.
- I wondered where my dog went.
- My locker was bare at the end of the school year because I took all of my things home.

Lesson 10: Introduce Common Trigraphs: ear, ere, air, and are Reading



Primary Focus: Students will read Chapter 4 of *Campfire Tales* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with trigraphs.

TEKS 3.2.A.ii

Students will read and pronounce Tricky Words neighbors and flooded and the

- high-frequency word important. TEKS 3.2.A.vii
 - Students will use print or digital resources to determine meaning, syllabication,
- nd 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** 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; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

READ CAMPFIRE TALES (10 MIN.)

- Explain that today students will continue reading *Campfire Tales*. Ask students to turn to an elbow partner to retell what has been read so far using the sentence stems "I remember...", "I noticed...", and "I wonder..."
- Preview the following vocabulary word that students will encounter in this section of the Reader. Have students decode the word in isolation first and go over the correct pronunciation of the word.

caulk, n., a waterproof paste used to fill in holes and repair buildings Example: My dad placed caulk around all of the windows before the storm.

- Conduct a brief discussion about the meaning of the word in the chart. For example, show the word and ask students what prior knowledge they may have about this word and where they might have seen it.
- 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 "Asha's Story: 'The Distracted Boy'"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	caulk			
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases				

- Write the word *beware* on the board in cursive, modeling proper letter formation. Explain that this word is in today's chapter. Ask students to identify the trigraph in *beware* (*are*).
- Explain that students will examine another high-frequency word.
- Display this lesson's high-frequency word: important.
- Circle the letters 'or.' Remind students that 'r' controls the way the vowel before it sounds, as in the high-frequency word *story*. Have students say /or/ with you as you point to the letters 'or.'

- Ask students to identify the vowels in the word, and underline them as they call them out: 'i', 'o', 'a'.
- Draw a line to divide the three syllables, im/por/tant. Say the syllables as you clap them, then have students repeat in unison. Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /i//m//p//or//t//a//n//t/. For additional support, display the Spelling Cards for each sound.
- Clarify the meaning of *important* as needed.
- Display the following sentence, and read it aloud: "Remember that everyone's story is important to them." Remind students that this was Sadie's rule for storytelling at the beginning of *Campfire Tales*, and the first time they came across the word *important* in the text.
- Display the sentence starter: "It is important that you know that _____."

 Direct students to turn and talk to a partner to complete the sentence stem.
- Provide students with a whiteboard and dry erase marker, and invite them to write the sentence that their partner dictates. Remind students to write in cursive and to use their finger to make a space between each word.
- Display the Tricky Words *neighbors* and *flooded*. Read each word, and use it aloud in a sentence.
- Point out which parts of each 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: neighbors

- Expected: /n//b//er//s/

- Tricky Spelling: The letters 'eigh' are pronounced /ae/.

Tricky Word: flooded

- Expected: /f/, /l/, /e/, /d/

- Tricky: The letters 'oo' are pronounced /u/.

- Invite students to share what they already know about the meanings of these words.
- Guide the class in reading Chapter 4, pages 32–39. Model fluent reading for a paragraph, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.

Challenge

Encourage students to work in pairs to create a complete sentence correctly using each Tricky Word. Have students write the sentence using proper capitalization and end punctuation.





Reading

Reading/Viewing Closely

Beginning

Using the story from the reader, have students draw pictures to sequence the events in the story.

Intermediate

Pair students and provide a sequencing graphic organizer to sequence the story and share with one another.

Advanced/Advanced High

Have students pair up to write a short retell of the story using the words, first, then, next, last.

ELPS 2.A; ELPS 4.G

- Distribute whisper phones. Move students to secluded areas of the classroom where they can read aloud to themselves through the whisper phone without disturbing their peers.
- Instruct students to read the assigned section of the Reader, ending on page 39.
- 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.
- 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.
- Use strategic prompts to check for comprehension, as well as to check for students' 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:
 - **Inferential.** Why are Arjun's parents puzzled? What in the text makes you say this? (*Arjun was very distracted. The text says, "Even when they asked him to help with an easy task, they knew it would not get done.")*
 - **Literal.** What does Arjun's mom ask him to do? (Fix a leak.)
 - **Evaluative.** What is the effect of Arjun's distraction and carelessness? (The small leak grew into a large crack, and the burst pipe flooded the entire house.)
 - **Inferential.** How do the characters feel about daydreaming? (Answers may vary but may include that there is nothing wrong with daydreaming as long as you take care of your work and take responsibility for your actions.)
- Ensure students draw evidence from the text to support their responses.

 Provide the following sentence stems for students to use: In the beginning,
 - Luna was . . .
 - Luna feels . . .
 - when the sun is setting, Luna finds here way out of the forest by . . .
 - Selfless means . . .
 - Luna changes from the beginning to the end of the story by . . .

WRAP UP (5 MIN.)

- Students will be identifying trigraphs in words from a word bank while also answering a comprehension question.
- Direct students to Activity Page 10.2.
- Read the directions aloud, then release students to begin.
- Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor, providing feedback for proper letter formation. Offer feedback such as:
 - "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."
 - "Focus on maintaining consistent slant and angle throughout your writing."
- Prompt students to turn and talk to share their sentences.



Activity Page 10.2: Exit Ticket

Collect and review Activity Page 10.2 to assess students' comprehension of the text as well as their ability to spell words with the *air* trigraph in context.

End Lesson

Activity Page 10.2



Lesson 10: Differentiated Instruction

Additional Support

MORE HELP WITH TRIGRAPHS

- Write each of the vowel trigraphs on a sheet of paper and post them around the room. Read a word that makes the /air/ sound using one of these vowel trigraphs and have students physically move to the paper with the correct trigraph spelling.
- Have students make a collage of pictures cut from magazines and/or their own drawings of items that are spelled with the trigraphs ear, ere, air, and are.
- Provide students with a list of homophones spelled with the consonant trigraphs *ear*, *ere*, *air*, and *are*, such as *bare/bear*, *hare/hair*, *stairs/stares*, and *pare/pear*. Have students read aloud each word and draw an illustration for each to distinguish them.

11

REVIEW

Closed Syllables

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with closed syllables.

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

Reading

Students will read Chapter 5 of Campfire Tales with understanding and will answer

- and discuss literal, inferential, and evaluative questions about the text. **TEKS 3.1.A**Students will speak coherently about a topic with appropriate eye contact, volume,
- and speaking rate. **TEKS 3.1.C**

Students will read multisyllabic words with closed syllables.

- TEKS 3.2.A.ii
- Students will read and spell high-frequency words *river* and *small*. **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 11.1 Closed Syllable Dictation

TEKS 3.2.B.i

Activity Page 11.2 Exit Ticket

TEKS 3.2.B.i

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.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 3.1.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 3.3.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	
Foundational Skills				
Review Closed Syllables	Whole Group	5 min.		
Practice with Dictation	Whole Group	10 min.	☐ Activity Page 11.1	
Reading				
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 40-45) ☐ whiteboards and dry erase markers	
Wrap Up	Whole Group	5 min.	☐ Activity Page 11.2	

ADVANCE PREPARATION

Foundational Skills

• Write the words *napkin*, *publish*, *attic*, *limited*, and *cabinet* on the board before the lesson.

Reading

Preview the section of the Reader that will be read during this lesson.
 Consider using sticky notes to mark the high-frequency words: river and small.

Universal Access

- Invite students to orally segment each syllable and enunciate each vowel sound during dictation. This will help to reinforce the short vowel sound that is closed in by the consonants. For example: plas-tic.
- Write single syllables on index cards, such as *pic*, *nic*, *bob*, *cat*, *rus*, *set*, *bas*, *ket*, *Den*, *ton*, *den*, *tist*, for challenge activity.
- Prepare a list and pictures to accompany closed syllable and closed syllable multisyllabic words.
- Prepare a graphic organizer for students to break multisyllabic words into syllables.
- Prepare an image of a deer.
- Provide line reader tools such as color overlay strips or rulers.

Lesson 11: Review Closed Syllables Foundational Skills



Primary Focus: Students will read and spell multisyllabic words with closed syllables.

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

REVIEW CLOSED SYLLABLES (5 MIN.)

- Remind students that words can be broken into parts called syllables. A syllable has one, and only one, vowel sound. All vowels cause the mouth to open. So, if a word has a vowel, our mouth opens to say the vowel sound in the word. For example, the word cat is one syllable long. The short /a/ sound causes the mouth to open in the middle of the word. A word has as many syllables as it has sounded vowels. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.
- Demonstrate the opening of the mouth for vowel sounds with a two-syllable word: hotdog.
- Tell students that today they will read multisyllabic words (words with multiple syllables) with closed syllables. A closed syllable is a syllable with a single short vowel sound before a consonant or consonant digraph (or "closed in").
- Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together.
- Write the word *mascot* on the board in cursive, modeling proper letter formation.
- Ask students to sound out the word by first blending the sounds in the first syllable (/m//a//s/: mas), then blending the sounds in the second syllable (/k//o//t/: cot), and then putting the two syllables together (mascot).
- Add a visual and kinesthetic element to this activity by having students hold up one finger on their right hand for each phonene in mas and one finger on their left hand for each phoneme in cot. Then move their hands together as they say mascot.



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.



Foundational Literacy Skills

Beginning

Provide pictures to accompany closed syllable words and have students match the picture to the word as they say each word aloud.

Intermediate

Pair students together and provide a list of closed syllable multisyllabic words. Have students use a graphic organizer to break the words into syllables.

Advanced/Advanced High

Group students together and provide a list of closed syllable multisyllabic words. Ask each group to write a story that incorporates as many multisyllabic words as possible. Have students read their story aloud.

ELPS 2.E

Lesson 11 Review Closed Syllables

- Tell students that the syllables in *mascot* are both closed syllables. In the word *mascot*, the consonants 's' and 't' close the vowel in and mark the end of the syllable. Students can identify consonants or consonant digraphs after a short vowel sound to know where the syllable ends.
- Repeat this process with the words napkin, publish, attic, limited, magnet, and sunset.
- Prompt students to turn and talk to share what they noticed about closed syllables and how merging them helps to read multisyllabic words.
- Invite students to share what their partner said with the class.

PRACTICE WITH DICTATION (10 MIN.)

- Have students open to Activity Page 11.1.
- Explain that they will listen as you say each word once, and then listen again and write the words *comic*, *ashes*, *public*, *plastic*, and *fantastic*.
- Remind students to write words in cursive.
- Direct students' attention to the lines at the bottom of the activity page. Dictate the following sentence: The children expected food at the picnic.
- Slowly repeat the sentence twice. Direct students to complete responses in cursive, leaving space between words.
- Circulate and monitor, providing corrective feedback for proper letter formation as needed. Offer feedback such as:
 - "Remember to keep your letters consistently sized. Try making your 'l' a bit taller to match the height of your other letters."
 - "Focus on connecting your letters smoothly. Work on making the transition from 't' to 'i' more fluid."
- At the end, reread each word and the sentence once more.



Activity Page 11.1: Syllable Dictation

Collect Activity Page 11.1 and assess students' ability to spell multisyllabic words with closed syllables.

Activity Page 11.1



Challenge

Provide students with index cards containing closed syllable parts, such as pic, nic, bob, cat, rus, set, bas, ket, Den, ton, den, tist. Have students mix and match these closed syllable parts to form actual multisyllabic words. Then have them form nonsense words from the closed syllable parts and decide what the meaning of each nonsense could be based on its parts. Using the story from the reader, have students draw pictures to sequence the events in the story.

Lesson 11: Review Closed Syllables

Reading



Primary Focus: Students will read Chapter 5 of *Campfire Tales* with understanding and will answer and discuss literal, inferential, and evaluative questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with closed syllables.

- TEKS 3.2.A.ii
- Students will read and spell high-frequency words *river* and *small*. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

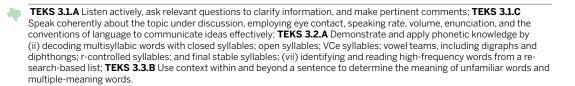
READ CAMPFIRE TALES (10 MIN.)

- Explain that today students will continue reading *Campfire Tales*. Invite students to turn to an elbow partner to retell what has been read so far. Students should use *first*, *next*, *then*, and *last* in their responses.
- Write the word *fantastic* on the board. Explain that this word is in today's chapter and contains the closed syllables. Model for students how to decode this word.
- Explain that students will examine two new high-frequency words.
- Display this lesson's high-frequency words: river and small.
- Focus on the word *river*. Underline the letters 'er.' Remind students that 'r' controls the way the vowel before it sounds. In most words, 'er' makes the /er/ sound like in *her*. Sometimes 'er' can make the /air/ sound like in *cherry*. Have students say /er/ with you as you point to the letters 'er.'
- Draw a line to divide the two syllables, riv/er. Say the syllables as you clap them, then have students repeat in unison. Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /r/ /i/ /v/ /er/.
- Clarify the meaning of *river* as needed. Invite students to turn to a partner and use the word in a sentence.





Pages 40-45



Support

Supply line reader tools, such as color overlay strips or rulers, to support students in tracking while chorally reading.



Reading

Reading/Viewing Closely

Beginning

Provide an image of a deer and ask: "Have you ever seen a deer?" Ask students who Luna is from the Reader and have them draw a picture of Luna, the deer, based on their understanding.

Intermediate

Pair students and have them describe and discuss the bird from the Reader with a partner. What happened? What does the bird want? Encourage students to use complete sentences. Provide the sentence stem: "The bird wants . . ."

Advanced/Advanced High

Ask students to write a bulleted list of the key events that have occurred so far. Encourage students to revisit the Reader to find their answers.

ELPS 4.G

- Focus on the word *small*. Circle the letters 'sm.' Remind them that both 's' and 'm' make their own sounds, and when next to each other they form the consonant blend *sm*. Have students make the /sm/ sound with you three times in unison as you hold up your fingers to count.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /s/ /m/ /a/ /l/. For additional support, display the Spelling Cards for each sound.
- Clarify the meaning of small as needed. Invite students to turn to a partner and use the word in a sentence. Circulate around the room to provide feedback as students discuss.
- Guide the class in reading aloud Chapter 5, pages 40–45.
- Move students into four small groups. Explain that groups will choral read individual paragraphs from the Reader aloud to the class when directed.
- Point out that this section of the Reader contains a good amount of dialogue; groups should focus on using expression as they read.
- Read aloud the first two paragraphs of the chapter, modeling expressive reading and fluency.
- For each subsequent paragraph, point to one of the small groups to indicate that they should be choral reading.
- Tell students today they are going to practice speaking to their partner coherently. Remind students this means in a clear way that makes sense.
- Tell students they will listen as you ask questions about the story and turn to a partner to share the answer.
- Remind students of the importance of making eye contact and using appropriate volume when talking to a partner.
- Explain that it is also important to not talk too fast or too slow. This is called speaking rate. Model talking too fast and too slow.
- Have students listen actively and ask relevant questions to clarify any information from the text or prompts.
- Direct students to turn to their partner as you ask comprehension questions:
 - **Evaluative.** How would you describe Luna's character at the beginning of the story? (*Answers may vary but could include selfish or mean.*)
 - **Inferential.** How does Luna feel when she sees that the sun is already setting? (afraid)

- **Literal.** How does Luna find her way out of the forest? (The bird that had asked for help earlier helped Luna by singing through the darkness. Luna followed the sound out of the forest.)
- **Inferential.** How does Luna feel about how she had treated the bird? (awful)
- **Inferential.** In the last paragraph, what does it mean for Luna to become "selfless?" (Answers may vary but may include that she cares for other people instead of only for herself.)
- **Evaluative.** How does Luna change from the beginning to the end of the story? (Answers may vary but may include that she was selfish at the beginning and now she is selfless at the end.)
- Ensure students draw evidence from the text to support their responses.

 Provide the following sentence stems for students to use: In the beginning,
 - Luna was . . .
 - Luna feels . . .
 - \circ When the sun is setting, Luna finds here way out of the forest by . . .
 - Selfless means . . .
 - Luna changes from the beginning to the end of the story by . . .

WRAP UP (5 MIN.)

- Students will be identifying closed syllables and also describing what they learned about Luna and the bird from the story.
- Direct students to Activity Page 11.2.
- Read the directions aloud, then release students to begin.
- Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor, providing corrective feedback for proper letter formation. Offer feedback such as:
 - "Focus on maintaining consistent slant and angle throughout your writing."
 - "Check that your loops and tails are formed smoothly and connect to the next letter."
- Prompt students to turn and talk to share their sentence. Provide the following sentence stems for students to use:
 - In the beginning, Luna was . . .
 - Luna feels . . .
 - \circ when the sun is setting, Luna finds here way out of the forest by . . .
 - Selfless means . . .
 - Luna changes from the beginning to the end of the story by . . .

Challenge

Activity Page 11.2

Challenge students to create their own Campfire Tale and include any of the target skill words in their own story.



Activity Page 11.2: Exit Ticket

Collect and review Activity Page 11.2 to assess students' comprehension of the text as well as their ability to identify and use closed syllable words in context.

End Lesson

Lesson 11: Differentiated Instruction

Additional Support

MORE HELP WITH DICTATION

- Provide students needing extra support during dictation with a list of closed syllable words to choose from. Choosing their own words to spell can build students' confidence or provide a desired challenge.
- For example:
 - · corner. comic. comet. closet
 - always, lashes, asset, ashes
 - public, punted, plunder, pounded
 - planter, plastic, pillar, panic
 - panda, parsonage, panorama, fantastic
- Provide additional support during the dictation sentence by prewriting the sentence and leaving a fill-in line for the target skill words. For example: The children expected food at the _____.
- Challenge students to create their own sentences with the words used in dictation on Activity Page 11.1. Invite them to act as the teacher and dictate their sentence to a peer and check their peer's work.
- As you check for comprehension during reading, provide sentence frames for student responses. For example:
 - Luna finds her way out of the forest by _____.

12

INTRODUCE

VC/CV Syllable Division and Accent Shifts

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell words that follow a VCCV syllable division pattern with accent shifts. TEKS 3.2.A.iv; TEKS 3.2.B.v

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 speak coherently and read aloud with appropriate accuracy, rate, and

expression. TEKS 3.1.C; TEKS 3.1.E; TEKS 3.4

Students will read words that follow a VCCV syllable division pattern with accent

shifts. TEKS 3.2.A.iv

FORMATIVE ASSESSMENT

Activity Page 12.1

Syllables

TEKS 3.2.A.iv; TEKS 3.2.B.v

TEKS 3.2.A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts: TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; 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 3.1.E Develop social communication such as conversing politely in all situations; TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Introduce VC/CV Syllable Division and Accent Shifts	Whole Group	7 min.		
Play Jump for the Stressed Syllable	Whole Group	8 min.	☐ Activity Page 12.1	
Reading				
Practice Identifying VC/CV Syllable Pattern	Whole Group	5 min.	uhiteboards and dry erase markers	
Partner-Read Campfire Tales	Small Group	10 min.	☐ Campfire Tales (pp. 40–45)	
			☐ Anecdotal Reading Record	
			☐ Partner Reading Feedback (TR.9.2)	
Take-Home Material				
Family Story			☐ Activity Page 12.2	

ADVANCE PREPARATION

Foundational Skills

• Write the words *expect*, *burden*, and *support* on the board in cursive before the lesson.

Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record

Universal Access

- Some students may benefit from visual support for identifying the number of syllables and stressed syllables in words that are practiced only orally (bottom, tunnel, and insisted). Consider providing these words written on index cards to support these learners.
- During Jump for the Stressed Syllable, exaggerate your tone and volume to support students in identifying the stressed syllable.
- During partner reading, you may choose to confer with students you have identified as needing extra support in the Anecdotal Reading Record.
- Be strategic in pairing students for partner reading. Consider pairing students with a peer who complements their strengths. For example, pair students with excellent fluency with those who are strong decoders but need support with fluency.
- Provide word list for Emergent Bilingual Students (TR 12.1).
- Provide a list of words with different numbers of syllables and mutlisyllabic words with clear stress patterns.
- Prepare a text for students to read in partners.
- Prepare a T-chart allocating one column for positive feedback and the other for constructive feedback.

Lesson 12: Introduce VC/CV Syllable Division and Accent Shifts Foundational Skills



Primary Focus: Students will read and spell words that follow a VCCV syllable division pattern with accent shifts.



TEKS 3.2.A.iv; TEKS 3.2.B.v

INTRODUCE VC/CV SYLLABLE DIVISION AND ACCENT SHIFTS (7 MIN.)

- Remind students that words can be broken into parts called syllables. Have students turn to a partner and share a multisyllabic word and how its syllables are divided. A syllable has one, and only one, sounded vowel. All vowels cause the mouth to open. So, if a word has a vowel, our mouth opens to say the vowel sound in the word. A word has as many syllables as it has sounded vowels. For example, the word rabbit has two vowel sounds and two syllables.
- Emphasize the number of vowel sounds, not the number of vowels, and remind students that sometimes one vowel sound is spelled with more than one vowel.
- Reiterate that a multisyllabic word can be more easily read by first dividing it into its parts.
- Tell students that they will first divide multisyllabic words using a vowelconsonant-consonant-vowel syllabication pattern.
- Explain that this pattern is one of several patterns that show a reader where to divide a word into its syllables.
- Point students to the word expect on the board. Model and think aloud the following:
 - Label the vowels first by writing the letter 'V' under the vowels in the word (the 'e's in this example).
 - Label the consonants between the vowels by writing the letter 'C' under the consonants in the word (the 'x' and 'p' in this example).
 - Demonstrate the correct syllabication of this word by drawing a slash through the middle of the consonants (the letters 'x' and 'p').



TEKS 3.2.A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



Foundational Skills

Foundational Literacy Skills

Beginning

Give students a list of words with different numbers of syllables. Ask them to make word cards for each word. Then, have them put the cards into piles based on how many syllables each word has.

Intermediate

In small groups, have students sit in a circle. Ask the first student to say a word that has one syllable. The next student should say a word with two syllables, and so on. Students continue the chain, ensuring each word matches the required syllable count. When students cannot make any more words, start over with a one syllable word.

Advanced/Advanced High

Provide a printed list of multisyllabic words with clear stress patterns. In pairs or small groups, ask students to analyze and circle the stressed syllables in the provided multisyllabic words. Ask students to discuss the reasons behind their stress pattern choices.

ELPS 1.B; ELPS 2.E

Support

Incorporate clapping if students are struggling to identify stressed and unstressed syllables. Model and have students mimic clapping more loudly on the stressed syllable and quietly clapping or snapping on the unstressed.

- Explain that once you know what each syllable is, you can easily decode them, combine the syllables, and read. Model decoding and recoding *expect* syllable at a time (ex/pect).
- Model this process with the other two words on the board: burden and support.
- Direct students to turn and talk: What is different about the way *burden* and *support* are said? (The first syllable of *burden* is emphasized, but the second syllable of *support* is emphasized.)
- Prompt students to Think-Pair-Share what they think a stressed and unstressed syllable might be using what they observed about *burden* and *support*.
- Define stressed syllables as part of the word that is emphasized or given "special attention." They might sound different because our voice gets louder or higher. The other parts of the word are unstressed syllables. They don't get as much attention and don't sound as loud or high.
 - Note: Accented syllable is another term for stressed syllable.
- Point to the word *burden* and say it out loud. Exaggerate different parts of the word to illustrate stressed and unstressed syllables. For example, say *BURden* with emphasis on the first syllable and then *bur-DEN* with emphasis on the second syllable. Point out how the correct pronunciation of the word puts stress on the first syllable.
- Contrast this example by similarly exaggerating the second syllable of *support* (sup-PORT).
- Circle the stressed syllables for each of the three words on the board.
- Say aloud three additional words for students to practice orally: bottom, tunnel, and insisted. For each, have students turn to an elbow partner to determine first the number of syllables and then which syllable in the word is stressed.
 - Note for the word *bottom*: Point out how the vowel sound in the unstressed syllable of words sometimes changes from a short sound to a schwa sound (that can sound like a short /ŭ/ or /ĭ/ at times). Illustrate this in the word *bottom* by pronouncing it first with both short sounds and then pronouncing it by changing the sound to a schwa sound.

PLAY JUMP FOR THE STRESSED SYLLABLE (8 MIN.)

- Have students open to Activity Page 12.1.
- Read aloud the rule at the top of the page for students: In the VC/CV syllabication pattern, split the word between the two consonants between the vowels.
- Review the example (rab/bit), drawing attention to the VC/CV labels and where the syllables were split.
- Direct students to the word boxes and ask them to identify the vowels in each word and the consonants between the vowels and label them 'V' and 'C'.
- Ask students to draw lines in each word to divide the syllables between the consonants (VC/CV), and have students write each syllable in cursive in the space below the word.
- Depending on students' abilities, have them complete the rest of the words independently or with a partner.
- Circulate and monitor students' cursive writing, providing feedback for proper letter formation as needed. Offer feedback such as:
 - "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
 - "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."
- Separate the class into three groups. Label the groups 1, 2, and 3. Explain that each group matches each syllable in the words on Activity Page 12.1. Direct students to crouch down and jump up if their syllable is stressed in the word said aloud. For example, for the word *custom*, group 1 would jump up, and groups 2 and 3 would remain crouched.
- Read aloud each word on Activity Page 12.1 one at a time (custom, upset, afternoon, basketball). Speak slowly enough for students to have time to react.
- Give students time to circle the stressed syllable after the activity.
- Focus students on the final word box on Activity Page 12.1. Have them work independently to write a new word in the top space that follows the VCCV pattern. Note that students should choose a word that is two or three syllables.
- Prompt students to again label the word with VCCV and draw slashes. Have them rewrite the syllables in the middle section of the word box and circle the stressed syllable.

Activity Page 12.1



Challenge

Provide words from Campfire Tales such as stunning, happy, and helper, and have students write questions about the story for a peer to answer.





Foundational Skills

Foundational Literacy Skills

Beginning

Pair students and assign them a text. Have students conduct a "picture walk" by looking at the images and discussing what they see using the sentence stems: "I notice that..." or "in this picture, I see..."

Intermediate

Pair students and have them discuss parts of the text they enjoyed and parts they didn't. Provide sentence frames "I liked __ because__" and "I didn't like when __."

Advanced/Advanced High

Group students and have them take turns reading aloud Chapter 5. Provide each group with a T-chart, allocating one column for positive feedback and the other for constructive feedback. Ask students to use sentence stems to provide feedback.

Positive Feedback: "I liked it when you ____ because..."

Constructive Feedback: "To enhance your reading fluency and expression, you can try ____."

ELPS 4.F

- Have students write a sentence in cursive using their word in the final section of the word box. Circulate and monitor students' cursive writing, providing feedback for proper letter formation as needed. Offer feedback such as:
 - "Ensure that your letters are properly spaced and don't run into each other."
 - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."



Activity Page 12.1: Jump for the Stressed Syllable

Collect Activity Page 12.1 and assess the students' ability to syllabicate VCCV words and identify the stressed syllable.

Lesson 12: Introduce VC/CV Syllable Division and Accent Shifts

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 words that follow a VCCV syllable division pattern with accent shifts. **TEKS 3.2.A.iv**
- Students will speak coherently and read aloud with appropriate accuracy, rate, and expression. **TEKS 3.1.C; TEKS 3.1.E; TEKS 3.4**

PARTNER-READ CAMPFIRE TALES (10 MIN.)

- Pair students with intentional reading partners.
- Tell students they will partner-read Chapter 5.
- 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 in Partner Reading Feedback.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **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 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- 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 reading with expression when the characters spoke in the story."
- Have students repeat these steps back to you and then have them start the partner reading routine.
- Direct students to read until the end of Chapter 5. 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.
- 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. Listen for effective student feedback. For example:
 - You read at just the right speed for the story to flow but not so fast that I couldn't understand it.
 - You corrected yourself when you made an error.
 - I liked it when you read like you felt lost in the forest.
- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading. Provide feedback such as:
 - Adjust your pitch to emphasize important words or ideas. This helps convey the meaning and emotion in the text.
 - Read at a natural pace, not too fast or too slow. Vary your speed based on the content, slowing down for important details or speeding up for less crucial information.
 - Use pauses to signal transitions between ideas or paragraphs. Pauses allow listeners to process information and understand the structure of the text.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read *Campfire Tales*, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide the optional Take-Home Material, Activity Page 12.2, to students who may need additional support identifying the VCCV pattern and stressed syllables.

End Lesson

Lesson 12: Introduce VC/CV Syllable Division and Accent Shifts Take-Home Material

• Have students take home Activity Page 12.2 to complete.

Activity Page 12.2



Lesson 12: Differentiated Instruction

Additional Support

MORE HELP WITH SYLLABLES

• For students who may need additional support to think of a word that follows the VCCV pattern on their Activity Page 12.1, suggest to them that they use the other words in the activity as inspiration. For example, the word *afternoon* might prompt a student to think of the word *morning*, and *basketball* might prompt them to think of other sports such as *swimming* or *soccer*. Have students double check to ensure that associated words follow the VCCV syllable pattern.

13

INTRODUCE

VC/V Syllable Division

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell words that follow a VCV syllable division pattern with

accent shifts. TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D

Reading

Students will speak coherently about a topic with appropriate eye contact, volume,

and speaking rate. **TEKS 3.1.C**

Students will read the end of Chapter 5 and the beginning of Chapter 6 of Campfire Tales with understanding and will answer and discuss literal, inferential,

and evaluative questions about the text. **TEKS 3.1.A**

Students will read words that follow a VCV syllable division pattern with accent

- shifts. TEKS 3.2.A.iv
- Students will read and spell high-frequency word *near*. **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 13.1

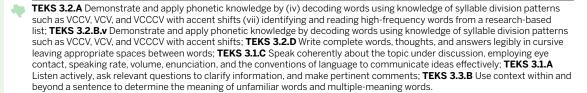
Listen for the Pattern

TEKS 3.2.A.iv; TEKS 3.2.B.v

Activity Page 13.2

Exit Ticket

TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce VC/V Syllable Division	Whole Group	10 min.	□ VC/V Syllable Pattern (TR.13.1)
			□ VC/V Syllable Pattern (Digital Components)
Practice with Listen for the Pattern	Whole Group/ Small Group	5 min.	☐ Activity Page 13.1
Reading			
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 46–51)
			☐ Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	☐ Activity Page 13.2
			☐ red and blue crayons or colored pencils
Take-Home Material			
Practice with VC/V Syllable Pattern			☐ Activity Page 13.3

ADVANCE PREPARATION

Note to Teacher

In this lesson, we will delve into the VCV (vowel-consonant-vowel) syllable division pattern, with a primary focus on the split that occurs after a closed syllable (VC/V). We will explore how recognizing and understanding this pattern aids students in decoding and spelling words with confidence. As you progress through Unit 2, our focus will shift towards open syllables and the split that occurs after the vowel, providing a comprehensive understanding of syllable division in various contexts.

Foundational Skills

Digital Component 13.1

• Create an enlarged version of VC/V Syllable Pattern, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark he high-frequency words: *near*.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record

Universal Access

- Students may benefit from physically cutting up words with a closed first syllable to see where the division split belongs in these VC/V words used in this lesson.
- Before the lesson, it may benefit students to review closed syllable types and quickly state short vowel sounds. You may also use multimedia, such as a song or video, to quickly review these concepts.
- Prepare a recorded list of words for students to listen to and a chart with three columns: one-syllable, two-syllable, and three-syllable words.
- Prepare a list of words with different amounts of syllables and VC/V syllables.

Lesson 13: Introduce VC/V Syllable Division Foundational Skills



Primary Focus: Students will read and spell words that follow a VCV syllable division pattern with accent shifts.



TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D

INTRODUCE VC/V SYLLABLE DIVISION (10 MIN.)

- Remind students that words can be broken into parts called syllables. A syllable has one, and only one, sounded vowel. All vowels cause the mouth to open. So, if a word has a vowel, our mouth opens to say the vowel sound in the word. A word has as many syllables as it has sounded vowels. For example, the word finish has two vowel sounds and two syllables.
- Remind students of the previous syllabication pattern they learned: VCCV and closed syllables. Closed syllables always end in a consonant or consonant digraph to close in the short vowel sound. This understanding is crucial for knowing where to separate the syllables in this lesson's words.
- Ask: "Why is it helpful to recognize the syllable division pattern in multisyllabic words?"
- Have students turn and talk to discuss possible responses to this question and then call on a student to share what their partner discussed. Provide a sentence stem for support: My partner said recognizing the syllable division pattern is helpful because. . . (it can help us read the word correctly)
- Display VC/V Syllable Pattern. Invite student volunteers to read the rules aloud.
- Demonstrate the VC/V syllable rules using the word punish.
- Write the word punish on the board in cursive, modeling proper letter formation.
- Model breaking the word into syllables using the following steps:



TEKS 3.2.A.iv Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; TEKS 3.2.B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide a list of words with different amounts of syllables and have students record themselves saying the words. Have them listen to their recordings to ensure they are pronouncing the syllables correctly.

Intermediate

Pair students and provide a list of words with VC/V syllabes. Have them create flashcards with visuals that reinforce the correct syllable division.

Advanced/Advanced High

Provide a recorded list of words for students to listen to. Have students listen and find words with different numbers of syllables. They can slow the speech if necessary. Have them fill in a chart with three columns: one-syllable, two-syllable, and three-syllable.

ELPS 2.F

Activity Page 13.1



- Label the vowels first by writing the letter 'V' under the vowels in *punish* (the letters 'u' and 'i').
- Label the consonant between the vowels by writing the letter 'C' under the consonants in *punish* (the letter 'n').
- Demonstrate the correct syllabication of this word by drawing a slash after the 'n'.
- Model the accurate pronunciation of this word based on this syllabication pattern.
- Invite six students to stand up in the front of the room.
- Explain that each student will represent one letter in the word *punish*. Align the students in the order of the word. As you say each letter, ask the assigned student to create either a V or a C with their arms to indicate if the letter they are representing is a vowel or a consonant.
- As students hold their positions, invite another student to represent the slash that shows where the syllable division should occur. Invite this student to stand in the correct spot, leaning slightly at an angle like a slash.
- Point out the VC/V pattern that the students have created with their bodies.
- Repeat this process with new student volunteers for each of the following words: val/id. rob/in. lav/ish. van/ish.

PRACTICE WITH LISTEN FOR THE PATTERN (5 MIN.)

- Have students open to Activity Page 13.1, and focus their attention on questions 1–2.
 - Direct students to point to the first line and read the four words.
 - Read aloud the word cabin.
 - Direct students to circle the word cabin in the first line.
 - Instruct students to label the VCV pattern in cabin and mark the syllable division.
 - Repeat this process with edit.
- Direct students to circle the word they hear said aloud: *cabin* and *edit*. Review each line before moving to the next word.
- Focus students' attention on questions 3 and 4 of Activity Page 13.1.
- Explain that they will listen as you say each word once and then listen again and write the word on the line. Direct students to write each word in cursive.
- Dictate the words exam and polish.

- Direct students to label the VCV pattern and mark the appropriate syllable division independently.
- Circulate and monitor student writing, providing feedback for proper letter formation as needed. Offer feedback such as:
 - "Focus on maintaining consistent slant and angle throughout your writing."
 - "Remember to keep your letters consistently sized. Try making your 'b' a bit taller to match the height of your other letters."
- Provide corrective feedback. Label the VCV pattern, and mark the appropriate syllable division.



Activity Page 13.1: Listen for the Pattern

Collect Activity Page 13.1 and assess students' ability to read and spell words that follow a VCV syllable division pattern.

Lesson 13: Introduce VC/V Syllable Division

Reading



Primary Focus: Students will speak coherently about a topic with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**

Students will read the end of the Chapter 5 and the beginning of Chapter 6 of *Campfire Tales* with understanding and will answer and discuss literal, inferential,

and evaluative questions about the text. **TEKS 3.1.A**

Students will read words that follow a VCV syllable division pattern with accent

- shifts. **TEKS 3.2.A.iv**
- Students will read and spell high-frequency word *near*. **TEKS 3.2.A.vii**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 3.1.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** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vii) identify and read 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.

Challenge

Provide more complex words for students to annotate, such as punishment, secondary, overachieve.

Reader



Pages 46-51

EMERGENT BILINGUAL STUDENTS



Reading

Reading/Viewing Closely

Beginning

Ask students to describe a character from the Reader.
Provide sentence frames:
The character's name is
_____. The character is

Intermediate

Ask students to retell Mei's story in their own words. Provide sentence frames: The story takes place _____.

I think the character is _____ because ____.

Advanced/Advanced High

In small groups, ask students to retell the previous section they read of the Reader. Have students include the setting, characters, problem, events, and solution (as appropriate and if possible) in their retelling. Have students write a sentence to predict what they think will happen later. Have students read their sentence to a partner and discuss their predictions.

ELPS 4.G

READ CAMPFIRE TALES (10 MIN.)

- Explain that today students will continue reading *Campfire Tales*. Ask a student to retell what has been read so far. Have students use the phrases "I remember...", "I noticed...", and "I wonder..." when discussing with their partners.
- Write the word habit on the board. Explain that this word is in today's chapter
 and contains the VC/V division pattern. Model for students how to decode
 this word and syllabicate. Explain how the short vowel sound is closed in by
 the consonant, so the division is after it.
- Explain that students will examine another high-frequency word.
- Display this lesson's high-frequency word: near.
- Underline the common trigraph *ear*. Remind students that in Lessons 9 and 10, they learned that this common trigraph can represent different sounds: /ee/ as in *ear* or /air/ as in *bear*.
- Blend the sounds aloud for each possible pronunciation as students listen, running your fingers underneath the letters each time: /n//ee//r/, /n//air/.
- For additional support, display the Spelling Cards for each sound. Confirm that the correct pronunciation is /n//ee//r/. Then ask students to repeat the word themselves.
- Clarify the meanings of *near* as needed. Invite students to turn to a partner and use the word in a sentence.
- Guide the class in reading parts of Chapters 5 and 6, starting on page 46 and ending on page 47. Model fluent reading for a paragraph, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.
- Pair students with intentional reading partners.
- Instruct students to partner read the next section of the Reader, ending on page 51.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Direct reading partners to focus on reading with appropriate expression.

- Direct partners to mark the high-frequency word *near* in the text. Students can also identify previous high-frequency words present in this section of the Reader: *story*, *thought*, *important*, *small*, and *river*.
- Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension and for students' ability to use to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively, speak coherently, and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
 - **Literal.** What happened to Asha's older sister, and how did Asha react? (Her sister fell and hurt herself, but she didn't stop playing to ask if she was okay.)
 - **Literal.** What was on the other side of the little river? (a dock where people would catch fish)
 - **Inferential.** In the first paragraph of the last page we read, what does the word *currents* mean? What parts of the text help you to know that? (Current means the speed of the water. Answers may vary but could include being too close to the waterfall, being thrown out of the water.)
 - **Literal.** Why did Mei stay in her corner instead of swimming to the other side of the waterfall? (She was afraid that she would be thrown out of the water and onto a rock.)
 - **Inferential.** Do you think Mei will continue to stay in her corner of the river? Why or why not? (*Answers may vary.*)
- Ensure students draw evidence from the text to support their responses. Provide sentence stems to support oral language development:
 - Asha reacted by . . .
 - On the other side of the river was . . .
 - A clue to the meaning of currents is . . .
 - I think Mei will . . .

WRAP UP (5 MIN.)

- Students will be breaking words into syllables as well as answering why Mei was afraid.
- Have students open to Activity Page 13.2.
- Distribute a red and blue crayon or colored pencil to each student.
- Read aloud the directions. Clarify that students will color the vowels in each syllable red and the consonant between the two vowels blue. Then, draw a line to divide the syllables.
- Direct students to answer the last question in a complete sentence using details from the Reader and one of the V/CV words above. Remind them to neatly write in cursive, leaving space between words. Circulate and monitor as students write, providing correct feedback on letter formation. Offer feedback such as:
 - "Ensure that your letters are properly spaced and don't run into each other."
 - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."

Support

Have students write the five vowels at the top of Activity Page 13.2 to reference when labeling the words.



Activity Page 13.2: Exit Ticket

Collect Activity Page 13.2 to assess students' ability to identify the V/CV pattern in words from context and use these words in a sentence that demonstrates their comprehension of the text. For additional practice with VC/V syllable division, provide students with the Take-Home Material Activity Page 13.3.

End Lesson

Lesson 13: Introduce: VC/V Syllable Division

Take-Home Material

 Have students take home Activity Page 13.3 for additional practice with this lesson's objectives.

Activity Page 13.3



Lesson 13: Introduce: VC/V Syllable Division

Additional Support

MORE HELP WITH SYLLABLE DIVISION PATTERNS

- For additional practice with VC/V syllable division, provide students with the Take-Home Material Activity Page 13.3.
- For students demonstrating proficiency with this lesson's target skill, provide a list of words that show a mix of patterns: VC/V, V/CV, VCCV, and VCCCV. Challenge them to sort out and annotate the words that match the VC/V pattern.

14

INTRODUCE

VCCCV Syllable Division and Accent Shifts

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell words that follow a VCCCV syllable division pattern

with accent shifts. TEKS 3.1.B; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D

Reading

Students will speak coherently about a topic with appropriate eye contact, volume,

and speaking rate. **TEKS 3.1.C**

Students will read the end of Chapter 6 of Campfire Tales and will listen actively to

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

Students will read words that follow a VCCCV syllable division pattern with accent

shifts. TEKS 3.2.A.iv

Students will read and pronounce Tricky Word encouragement and high-frequency

words taught throughout the unit. **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

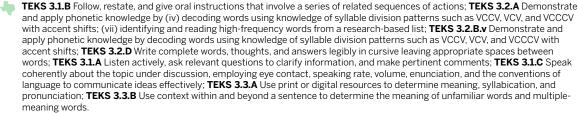
multiple-meaning words. **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 14.1

Roll, Flip, Read, Write

TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D



LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Introduce VCCCV Syllable Division and Accent Shifts	Whole Group	10 min.	□ VCCCV Syllable Pattern (TR 14.1)□ VCCCV Syllable Pattern	
			(Digital Component 14.1 and Digital Component 14.2)	
Practice with Roll, Flip, Read, Write	Small Group	10 min.	Roll, Flip, Read, Write Word Cards (TR 14.2)	
			☐ Activity Page 14.1	
			□ dice	
Reading				
Read Campfire Tales	Whole Group	10 min.	☐ Campfire Tales (pp. 52–59)	
			□ ruler	
			☐ Anecdotal Reading Record	
Take-Home Material				
Syllable Sort			☐ Activity Page 14.2	

ADVANCE PREPARATION

Foundational Skills

- Predetermine partners for Roll, Flip, Read, Write.
- Copy and cut out a set of Roll, Flip, Read, Write Word Cards for each student. Write a number (1–6) on the reverse side of each card.

Digital Component 14.1

• Create an enlarged version of VCCCV Syllable Pattern, or prepare to display the digital version.

Reading

- Consider posting the unit's twelve high-frequency words on the board or a wall in advance for the Tap the Word review game that is part of the Read Campfire Tales activity. The words are: night, about, tree, story, thought, every, began, hard, important, river, small, near.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *candid*, *dump*, and *encouragement*. Display vocabulary on the board for students to decode.

Universal Access

- Prepare a list of consonant blends and digraphs that must stay together in VCCCV syllable division pattern.
 - bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr
- Consider pairing students with varying reading levels to provide opportunities for students to hear words their peers model correctly.
- Prepare a list of words with different numbers of syllables, blends, and digraphs.
- Prepare a word bank of multisyllabic words.
- Prepare images and examples from the text to define the words *fear*, *bravery*, *afraid*, and *encouragement*.

Lesson 14: Introduce VCCCV Syllable Division and Accent Shifts Foundational Skills

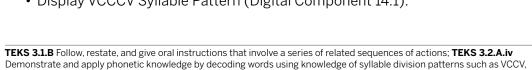


Primary Focus: Students will read and spell words that follow a VCCCV syllable division pattern with accent shifts.

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

INTRODUCE VCCCV SYLLABLE DIVISION AND ACCENT SHIFTS (10 MIN.)

- Begin the lesson by collecting information about what students have learned so far in this unit. Ask the following questions, using a combination of Turnand-Talk, Think-Pair-Share, and Call and Response:
 - What is a syllable? (A syllable is a word part that contains one vowel sound.)
 - Does a vowel sound always have a single written vowel? (No, sometimes more than one vowel is written for a single sound.)
 - What does it mean when a syllable is stressed? (It's a part of the word that has more emphasis, or is given more attention.)
 - What is a digraph, and which have we reviewed so far? (A digraph contains two letters that make one sound. We have learned wh, th, ch, sh, ng, nk, ck, dge, ge, ph, gh, kn, and gn.)
 - What is a trigraph, and which have we reviewed so far? (A trigraph contains three letters that make one sound. We have learned tch, dge, ear, ere, air, are, igh, eer, and ore.)
 - What are consonant blends, and which have you learned previously? (Blends are made up of the letters for two or three consonant sounds in a cluster before or after a vowel sound within a syllable. We can hear each consonant sound in a blend. Examples include st, dr, tr, and fl.)
- Explain to students that everything they have reviewed and learned so far will be applied to this last syllable division pattern. Explain that knowing syllable division patterns helps to break down longer words into smaller, easy-to-read parts.
- Display VCCCV Syllable Pattern (Digital Component 14.1).



VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; TEKS 3.2.D Write complete words,



Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a list of words with different numbers of syllables, blends, and digraphs. Have them work with a partner to pronounce each word.

Intermediate

Provide a word bank of multisyllabic words. Have students write 3-4 sentences using the words from the word bank. Then exchange sentences with a partner and read aloud.

Advanced/Advanced High

Provide words and sentences with the VCCCV pattern. Have students record themselves reading the words/sentences. Have students listen to their recordings and assess their pronunciation, intonation, and fluency.

ELPS 1.B; ELPS 2.E

thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Invite student volunteers to read the rule and the steps to syllabicate aloud.
- Have students restate the rules and steps to a turn-and-talk partner.
- Point to the two words that have already been marked (hundred and kingdom) and draw attention to the fact that the blend/digraph remains a unit when you split the syllables.
- Model the accurate pronunciation of the words based on the syllabication pattern. Note: For the word *kingdom*, illustrate shifting the short /o/ sound to a schwa sound for correct pronunciation. Verify that the schwa is in the unstressed syllable for students.
- Display the second chart of words in Digital Component 14.2 VCCCV Syllable Pattern.
- Invite seven students to stand up in the front of the room. Assign each student one letter in the word *kitchen*. Align the students in the order of the word. As you say each letter, ask the assigned student to create either a 'V' or a 'C' with their arms to indicate if their letter is a vowel or a consonant.
- As students hold their positions, ask a student to identify any digraphs/blend (ch). Ask the students representing letters 'c' and 'h' to hold their hand in an "air high-five" to illustrate that these letters do not separate.
- Invite another student to represent the slash that shows where the syllable division should occur. Invite this student to stand in the correct spot, leaning slightly at an angle like a slash.
- Point out the VCCCV pattern that the students have created with their bodies.
- Repeat this process with new student volunteers for each of the following words from the chart: *mushroom*, *children*, and *pumpkin*.

PLAY ROLL, FLIP, READ, WRITE (10 MIN.)

- Move students into pairs. Provide each pair with a die and provide each student with their own set of Roll, Flip, Read, Write Word Cards numbered from 1 to 6 on the back.
- Have students open to Activity Page 14.1. The Roll, Flip, Read, Write Word Cards words on page TR 14.2 in the Teacher Resources include: control, instant, photograph, sandwich, grassland, reckless.

Activity Page 14.1



Support

Provide a list of consonant blends and digraphs to students who need help identifying which consonants must stay together and are not to be separated in VCCCV Syllable Division.

- Review the game directions:
 - Have students lay cards facedown on the table or floor in front of them,
 careful to keep their cards separate from their partner's cards.
 - To play, have Student A roll a die and then pick up the card corresponding to the number rolled and read the word on the card aloud to their partner, without showing their partner the card.
 - Student B writes the word in the column they think it goes in using their understanding of VCCCV syllabication rules.
 - Student A reveals the card and Student B corrects their word placement or spelling, as needed.
 - Play continues until all words have been revealed. Encourage students to discuss and justify their reason for writing the word in the chosen column.
 - Remind students to write words in cursive, leaving space between words.
- Circulate and monitor student writing, providing feedback for proper letter formation. Offer feedback such as:
 - "Check that your loops and tails are formed smoothly and connect to the next letter."
 - "Remember to keep your letters consistently sized. Try making your 'b' a bit taller to match the height of your other letters."
- Focus students on the line below the chart. Explain that you will read aloud a sentence. Students will write the sentence, identify two multisyllabic words that follow the VCCCV pattern, and draw a slash to split the syllables in those words.
- Dictate the following sentence: The sandbox was farther than the swings.
- Repeat slowly, stretching out the sounds.



Activity Page 14.1: Roll, Flip, Read, Write

Collect Activity Page 14.1 and assess students' ability to sort multisyllabic words with VCCCV division pattern.

Challenge

Engage students in a game where they have to describe a character using details from the story while the other students try to guess which character is being described.

Lesson 14: Introduce VCCCV Syllable Division and Accent Shifts Reading



Primary Focus: Students will read the end of Chapter 6 of *Campfire Tales* with understanding and will answer and discuss literal, inferential, and evaluative

- questions about the text. TEKS 3.1.A
 - Students will speak coherently about a topic with appropriate eye contact, volume,
- and speaking rate. **TEKS 3.1.C**
 - Students will read words that follow a VCCCV syllable division pattern with accent
- shifts. **TEKS 3.2.A.iv**
 - Students will read and pronounce Tricky Word encouragement and high-frequency
- words taught throughout the unit. 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 CAMPFIRE TALES (10 MIN)

- Explain that today students will continue reading *Campfire Tales*. Ask students to turn to an elbow partner to retell what has been read so far using the words *first*, *next*, *then*, *last*.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words in isolation first and go over the correct pronunciation of each word.

candid, adj., truthful, honest

Example: My cousin gave a candid speech about his ideas to improve the school when he ran for class president last year.

dump

- **1. v.,** to throw, pour, or toss something out Example: I decided to dump all of my old clothes into boxes as I cleaned out my dresser.
- **2. n.,** a place where the trash is brought after being collected Example: The truck drove to the dump to empty its load

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 Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vii) identify and read 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.

encouragement, n., support that shows someone that you know they can do their best

Example: Grandpa offers us encouragement by coming to our soccer games and cheering us on.

- Conduct a brief discussion about the meanings of 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.
 The multiple meanings of the word dump 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 "Winnie's Story: 'The Brave Little Fish'"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	candid	encouragement		
Multiple-Meaning Core Vocabulary Words			dump	
Sayings and Phrases				

- Explain that today students will review the unit's high-frequency words by playing Tap the Word.
- Display the unit's high-frequency words on the board: *night*, *about*, *tree*, *story*, *thought*, *every*, *began*, *hard*, *important*, *river*, *small*, *near*.
- Divide the class into two groups and have each group line up by the board.
- Review how to play:
 - You will call out a word.
 - One student from each team will race to find the word on the board or wall and tap it with their ruler.
 - The first student to find the word and tap it earns a point for their team.
- Play several rounds, if possible, so that words can be repeated.





Reading

Reading/Viewing Closely

Beginning

Provide images and examples from the text to define the words fear, bravery, afraid, and encouragement. Have students share examples using sentence stems:

- "I feel fear when..."
- "I show bravery when..."
 - · "I am afraid when..."
- "Someone encourages me when..."

Intermediate

Have students work with a partner and discuss how Mei shows bravery in the story. Provide a sentence starter: "Mei is brave when..."

Advanced/Advanced High

Ask students to find examples of bravery in the text. Ask students to provide examples from other texts about individuals that have exhibited bravery. Draw cross-curricular connections by asking students to use the word bravery to discuss something they have learned in another subject (science, social studies, art, etc.).

ELPS 4.I

- Keep the list of the unit's high-frequency words displayed. Explain that as students finish reading Campfire Tales today, they should watch and listen for these words and give a thumbs-up when they see and hear them in the story.
 - Note: The words night, tree, story, thought, every, important, river, and small are in this section of the Reader.
- Display the Tricky Word encouragement, read it, and use it aloud in a sentence.
- Point out which parts of each 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: encouragement
 - Expected: /e/, /n/, /k/, /ge/, /m/, /e/, /n/, /t/
 - Tricky: The letters 'our' are pronounced /er/, and the letter 'a' is pronounced /ə/.
- Invite students to Think-Pair-Share what they already know about the meaning of this word and the contexts in which it might be used. (Actors might be nervous for a show and need encouragement before the performance begins.)
- Tell students to be on the lookout for the only word that contains the VCCCV syllable pattern in the text while reading.
 - Note: There is only one: marshmallows. The first two syllables are split using this pattern. If no one identifies the word, tell students that the word is on the last page and give them time to find it. Once marshmallows has been identified, ask students where the VCCCV pattern is found within the word.
- Guide the class in finishing the Reader, starting on page 52 and ending on page 59. Model fluent reading for a paragraph, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.
- Pair students with intentional reading partners.
- Tell students that they will partner-read the rest of Chapter 6.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.

- Choose strategic prompts to check for comprehension, as well as to check for students' 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:
 - **Literal.** Why was Mei shocked when Li told her there were more fish like them on the other side of the waterfall? (She thought she was the only fish like herself in the entire river.)
 - **Evaluative.** How did Mei show her bravery in the river? (She swam through the current and the waterfall.)
 - **Evaluative.** Where in the text does a character show encouragement? (Answers may vary but could include that Li shouts "Come on, you can do it!" when Mei swims across the river.)
 - **Literal.** According to Winnie, what takes bravery to do? (to share a story that is important to you)
 - **Inferential.** What are some lessons that the characters' stories taught? (sharing, listening, treating others with respect)
- Ensure students speak coherently about the Reader and draw evidence from the text to support their responses. Provide the following sentence stems for students to use:
 - Mei was shocked because . . .
 - Mei showed bravery by . . .
 - Encouragement is shown when . . .
 - Winnie says it takes bravery to . . .
 - Some lessons the stories taught are . . .
- Circulate to listen to as many partner pairs as possible. As you listen
 to students read Campfire Tales, make notes regarding their individual
 reading ability in the Anecdotal Reading Record. Record notes about
 mispronunciations, self-correction, pacing, transposition of words, and ability
 to decode multisyllabic words.



Check for Understanding

As you listen to students read *Campfire Tales*, make notes regarding their individual reading ability in the Anecdotal Reading Record, paying particular attention to students' ability to decode multisyllabic words.

End Lesson

Activity Page 14.2



Lesson 14: Introduce VCCCV Syllable Division and Accent Shifts Take-Home Material

• Have students take home Activity Page 14.2 for additional practice with this lesson's objectives.

Lesson 14: Differentiated Instruction

Additional Support

MORE HELP WITH SYLLABICATION

- Provide differentiated word cards for the Roll, Flip, Read, Write Activity.
 - For increasing rigor, provide longer VCCCV words, and direct students to identify if they would be divided as VCC/CV or VC/CCV. Words include completed, pilgrimage, explanation, settlement, athleticism, and partnership.
 - For students who need additional support, label the vowels and consonants of each word as a visual cue.
- Challenge students who demonstrate proficiency with syllable division.
- Students may need a song or rhyme to help them remember. Invite them to create anchor charts or posters to display their understanding and to act as resources for other students to reference.
- For additional practice with syllabication patterns, provide students with the optional Take-Home Material, Activity Page 14.2.

15

Fluency Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with digraphs and closed

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

Students will work together to read and spell words that follow VCCV, VCV, and VCCCV syllable division patterns.

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

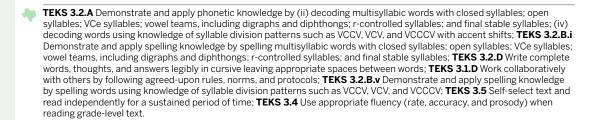
TEKS 3.4

FORMATIVE ASSESSMENT

Activity Pages 15.3, 15.4

Fluency Assessment





LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Play Roll, Flip, Read, Write	Small Group	20 min.	 □ Roll, Flip, Read, Write Word Cards (TR 15.1 optional) □ Activity Page 15.1 □ Syllable Patterns (TR 15.2) □ Optional: Activity Page 15.2 □ dice
Self-Sustained Reading	Independent	10 min.	 □ Recreational reading options □ Self-Sustained Reading Tracker (TR 15.4)
Reading			
Fluency Assessment	Independent	30 min. (concurrent with Foundational Skills activities)	 □ Activity Pages 15.3, 15.4 □ Unit 1 W.C.P.M. Calculation Sheet (TR.15.3) □ Grade 3 End-of-Year Summary □ stopwatch or clock

Lesson 15 Fluency Assessment

ADVANCE PREPARATION

Note to Teacher

Today, you will begin the multi-part assessment. In the first part, you'll conduct one-on-one Fluency Assessments with each student. Meanwhile, students will participate in review activities (Roll, Flip, Read, Write and self-sustained reading) while awaiting their turn for the assessment. To manage time effectively, consider rotating students between the review activities provided. 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.

You may also use Pausing Point days to administer the optional Word Reading in Isolation Assessment designed to assess a student's ability to read words containing the spellings that were taught and reviewed in this unit. The emphasis in this assessment is solely on decoding accuracy. It would be ideal to assess all students using the Word Reading in Isolation Assessment, but if there is a time restriction, assess only students who score below the 50th percentile on the Fluency Assessment. Keep in mind that a single word will target multiple letter-sounds.

The second part of the assessment takes place in the following lesson. It is a reading and spelling exercise targeting each of the skills taught in Unit 1.

Foundational Skills

- Prepare student pairings to work together to play Roll, Flip, Read, Write.
- Create a set of Roll, Flip, Read, Write Word Cards for each student. Write a number (1–10) on the reverse side of each card.

Reading

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- Gather books of varying complexity for students to choose from during selfsustained reading.
- Provide the Self-Sustained Reading Tracker (TR 15.4) to students during selfsustained reading to keep track of the books they read.

Universal Access

- During the Roll, Flip, Read, Write activity, consider collaboratively pairing students with varying reading levels to provide opportunities for them to hear words their peers model correctly in a collaborative group.
- Identify which students may benefit from different word cards during the Roll, Flip, Read, Write activity. Utilize Roll, Flip, Read Write Word Cards (optional) and Activity Page 15.2 for this activity.

• Provide books of varying complexity for students to choose from during selfsustained reading. Consider both quantitative and qualitative factors when selecting book options. Offer a variety of genres. Encourage students to explore any books that interest them regardless of their reading level.

Start Lesson

Foundational Skills



Primary Focus: Students will work collaboratively in groups following rules and norms. **TEKS 3.1.D**

Students will read and spell multisyllabic words with digraphs and closed syllables. TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D

Students will work together to read and spell words that follow VCCV, VCV, and VCCCV syllable division patterns.

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

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

PLAY ROLL, FLIP, READ, WRITE (20 MIN.)

- Explain that students will be called individually to take their Fluency Assessment. While they are waiting their turn, they will play a game to review the skills from the unit.
- Ask students to give you a thumbs-up if they have heard the word *norms*. Explain that norms are the rules we follow when working in a group or with a partner so we can be successful.
- Ask students what would happen if they played a game and everyone started screaming and running around the room. (*The game would not be successful.*)
- Remind students of the rules or norms in class when working with a group or partner. Tell students that today they are going to work together in pairs. They are expected to follow those norms during the activity. Move students into pairs. Provide each pair with two dice. Provide each student with their own set of Roll, Flip, Read, Write Word Cards numbered from 1 to 10 on the back, and have students open to Activity Page 15.1.

TEKS 3.1.D Work collaboratively with others 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; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **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 (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Activity Page 15.1



Challenge

Increase complexity of the task by using optional materials.





Reading

Reading

Beginning

During silent reading, ask students to write predictions about their text. Provide the sentence frame:

"I think the story will be about . . . because . . . "

Intermediate

Pair students and have them make connections between the character situations in the text and their own personal experiences. Ask students to write their thoughts using the sentence frame: "This character's situation reminds me of . . . because . . ."

Advanced/Advanced High

Incorporate a collaborative discussion and use of sentence frame: "When analyzing [character's name], we notice that . . ., which makes me think . . . What do you think?" Encourage students to listen to each others' responses and build on their ideas.

ELPS 4.H; ELPS 4.J

Support

Consider providing students with audio book options.

- Review the game instructions:
 - Have students lay cards facedown on the table or floor in front of them, careful to keep their cards separate from their partner's cards.
 - To play, have Student A roll a die (one or two), then pick up the card that corresponds to the number rolled and read the word on the card aloud to their partner, without showing their partner the card.
 - Student B writes the word in the column they think it goes in using their understanding of VCCV, VCV, and VCCCV syllable division patterns. If students need a review of these syllable patterns, show them TR 15.2 Syllable Patterns for reference.
 - Student A reveals the card and Student B corrects their word placement or spelling, as needed.
 - Play continues until all words have been revealed. Encourage students to discuss and justify their reason for writing the word in the chosen column.
- Remind students to complete responses in cursive.
- If time, students can complete Activity Page 15.2.

SELF-SUSTAINED READING (10 MIN.)

- Transition students to quiet reading time.
- Establish a protocol for self-selecting recreational reading materials. This
 should include providing books of varying complexity for students to choose
 from during Self-Sustained Reading time. Consider both quantitative and
 qualitative factors for students when selecting book options. Offer a variety of
 genres. Encourage students to explore any books that interest them regardless
 of their reading level.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Suggest how students can maintain focus while reading, such as doing small seated movement activities (e.g., using a resistance band on their chair legs) or using fidget toys.



Check for Understanding

Encourage students to keep track of the books they are reading and the pages where they started and ended. Students can use the Self-Sustained Reading Tracker to record this information. (TR 15.4)

Lesson 15: Fluency Assessment

Reading



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

FLUENCY ASSESSMENT

You will work individually with each student and take a running record of the student's 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 story. 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 "The Baseball Game" with you.
- Ask the student for Activity Page 15.3 (Fluency Assessment) and Activity Page 15.4 (Fluency Assessment Questions).
- Tell the student that you are going to ask him or her to read the story aloud.
- Explain that you are going to use a watch (or a stopwatch) to see how long it takes the student to read the story. Tell the student that this is not a race; he or she 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, in minutes and seconds, on your
 record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate the Elapsed Time.
- As the student reads the story, make a running record on a copy of the text using the following guidelines:

Activity Pages 15.3, 15.4



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

- When the student finishes reading the story, 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 story. (Five 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 each student.



Activity Page 15.3: 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 by simply noting the time and looking at the chart on the Unit 1 W.C.P.M. Calculation Sheet.
- Calculate each student's exact W.C.P.M. score using the following steps:
 - First, complete the Words section of the W.C.P.M. Calculation Sheet (TR 15.3).
 - 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 story, including the title, use 253 words as your total. If the student did not finish the story, 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 corrected by the student is not counted as one; 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 the Words Correct.
- Next, complete the Time section of the activity page.
- Calculate the 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 Fall of Grade 3 is 83 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 the Fall of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (59 W.C.P.M) are experiencing serious problems in reading fluently.
- Compare the student's W.C.P.M. score to national norms for the Fall of Grade 3 (Hasbrouck and Tindal, 2017):

Reading Time for this Text	W.C.P.M.	National Percentiles for Fall, Grade 3
2:35	134	90th
3:05	104	75th
4:05	83	50th
5:55	59	25th
8:00	40	10th

• After you have entered each student's scores on the Unit 1 W.C.P.M. Calculation Sheet, record them on the Grade 3 End-of-Year Summary for each student.

LESSON

16

Reading & Spelling Assessments

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with digraphs and closed syllables.

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

Students will read and spell words that follow a VCCV, VCV, and VCCCV syllable

division pattern. TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D

Reading

Students will self-select a text and read independently for a sustained period of

time. **TEKS 3.5**

FORMATIVE ASSESSMENT

Activity Page 16.1

Activity Page 16.2

Reading Assessment

TEKS 3.2.A.ii; TEKS 3.2.A.iv

Spelling Assessment

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.D

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 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllables words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; TEKS 3.5 Self-select text and read independently for a sustained period of time.

LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Reading Assessment	Whole Group	10 min.	☐ Activity Page 16.1	
			☐ Grade 3 End-of-Year Summary	
			☐ Reading Assessment Scoring and Analysis (TR.16.1)	
Spelling Assessment	Whole Group	10 min.	☐ Activity Page 16.2	
			☐ Grade 3 End-of-Year Summary	
			☐ Spelling Assessment	
			☐ Scoring and Analysis (TR 16.2)	
			□ colored pencils	
Reading				
Self-Sustained Reading	Independent	10 min.	☐ recreational reading options	
			☐ Self-Sustained Reading Tracker (TR 15.4)	

ADVANCE PREPARATION

Note to Teacher

Today, students will complete the multi-part assessment. The Reading & Spelling portion of the assessment takes place during the first twenty minutes of this lesson. Once students have completed the assessment, they will have time for quiet recreational reading. Use time in this lesson to finish working with students who did not complete the Fluency Assessment in the previous lesson.

You may also use Pausing Point days to administer the optional Tricky Word Assessment included in Teacher Resources to specific students that you suspect may not have thoroughly mastered the Tricky Words and high-frequency words reviewed in this unit.

Foundational Skills

- Provide colored pencils for students to use when checking and correcting their spelling on Activity Page 16.1.
- As needed, prepare a copy of the optional Unit 1 Tricky Word Assessment (TR 16.3) and the Unit 1 Tricky Word Assessment Analysis (TR 16.4).

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 selfsustained reading time.
- Provide the Self-Sustained Reading Tracker (TR 15.4) to students during self-sustained reading to keep track of the books they read.

Universal Access

- Provide audiobooks or books in students' home languages as options for recreational reading.
- To gain additional information about students' mastery of unit skills, provide targeted Place Activity Page 16.1 in front of the student and have them read the line(s) with the error(s). Then, ask the student to point at and read the correct word for that line. The student's oral response will indicate whether the mistake was a careless error or if the student needs additional instruction in specific letter-sound correspondences. If the student makes more than six uncorrected mistakes, they are having problems with word recognition and may need more practice decoding specific spellings. Utilize the Pausing Point to provide customized support for these students.

- Challenge students to apply syllabication rules and draw lines between the syllables of each word on the Reading Assessment.
- Encourage students to write book reviews of their independent reading texts. This can be done through writing or recording their thoughts on these texts and making recommendations for their classmates.
- Invite students to craft a different ending for one of their texts. Encourage them to use multisyllabic words containing the digraphs and trigraphs covered in this unit as they write.
- Prepare a graphic organizer that includes sections for the word's definition, an example of its usage, and an illustration to enhance understanding.

Start Lesson

Foundational Skills



Primary Focus: Students will read and spell multisyllabic words with digraphs and closed syllables.

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

Students will read and spell words that follow a VCCV, VCV, and VCCCV syllable division pattern. **TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

READING ASSESSMENT (10 MIN.)

- Have students open to Activity Page 16.1.
- 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.

2. 3.	sinking unpack approach	7. 8.	knotted sincere limit
4.	judging	9.	cactus
5.	enough	10.	address

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 3.2.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; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Activity Page 16.1



Activity Page 16.2



SPELLING ASSESSMENT (10 MIN.)

- Have students open to Activity Page 16.2.
- 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.

2. 3.	shadow attack rematch	7. 8.	doorknob cheerful tonight
4.	enlarge	9.	sandwich
5.	dolphin	10.	solid

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence, *Watch out for falling branches while you walk.* Slowly repeat the sentence twice.
- Circulate and observe students' cursive writing. Note students who need support with proper letter formation.
- 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 of each word so they may correct their own work.
- Say and write each word in cursive, instructing students to correct their work by crossing out any incorrect spelling and 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 Pages 16.1 and 16.2: Reading & Spelling Assessments

Collect and assess Activity Pages 16.1 and 16.2. 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.

Lesson 16: Reading & Spelling Assessmentsg

Reading



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

SELF-SUSTAINED READING (10 MIN.)

- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials. This should include providing books of varying complexity for students to choose from during Self-Sustained Reading time. Consider both quantitative and qualitative factors for students when selecting book options. Offer a variety of genres. Encourage students to explore any books that interest them regardless of their reading level.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such
 as wearing headphones or breaking the text into chunks and taking a break
 between chunks to close their eyes and breathe for five seconds.



Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended. Provide the Self-Sustained Reading Tracker (TR 15.4) to students during self-sustained reading to keep track of the books they read.

End Lesson



Foundational Skills

Foundational Literacy Skills

Beginning

As an alternative to silent reading, allow Emergent Bilingual Students to listen to an audiobook while following along with the text.

Intermediate

After reading for a specific amount of time (determined by the teacher), have students write down some unfamiliar words from what they just read or complete a graphic organizer. This organizer should include sections for the word's definition, an example of its usage, and an illustration to enhance understanding.

Advanced/Advanced High

After reading for a specific amount of time (determined by the teacher), have students write in a reading journal about what they read. Provide sentence frames such as, "In the text, I learned that . . . , which is important because . . ." Then, they may continue the pattern of reading and writing.

ELPS 4.H



TEKS 3.5 Self-select text and read independently for a sustained period of time.

Pausing Point

This is the end of Unit 1. Analyze the results from the Unit 1 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend a day providing targeted acceleration in the specific areas of weakness. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions. 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 Digraphs	
Teacher Chaining	Page 179
Sontoneo Dictation	Page 179
More Help with Multisyllabic Words	
Word Sort	Page 180
Two-Syllable Baseball	Pages 182, 194, 195
More Help with Syllabication	
Speak and Spell	Page 182
More Help with Schwa Sound	
Circle the Sounds	Page 183
Word Sort	Page 183
More Help with Spelling Alternative	s
Spelling Tree	Page 185
Roard Sort	Page 190
More Help with Tricky Words	
Tap the Tricky Word	Page 191
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More Help with High-Frequency Wo	rds
Sentence Writng	Page 192

More Help with Cursive Handwriting

Complete the Sentences	Page 193
Write Sentences	Page 193

MORE HELP WITH DIGRAPHS

Teacher Chaining

- Write thing on the board.
- Ask students to read the word, first in a segmented fashion and then blended.
- Remove 'th' and add 'r' to create ring.
- As you make this change, say to students, "If that is thing, what is this?"
- Continue this process with the remaining chain.
- Any of the chains may be completed as Teacher or Student Chaining.

```
thing> ring > rang > sang > sung > hung > hush > rush > lush > lushy

song > long > lung > sung > sunk > sink > think > thin > then > when

link > sink > sunk > sulk > silk > sill > hill > thrill > thrilling

whether > tether > tinker > thinker > thinking > shrinking > singing
```

Sentence Dictation

- · Pass out lined paper.
- Ask students to write the sentences as you say them aloud.
- Have students circle words containing digraphs.

I saw a shiny penny on the path while walking.

The ship was not sinking in the bathtub.

They were rushing to find the missing toy.

In math, they drew shapes.

Where is the best place to go fishing?

MORE HELP WITH MULTISYLLABIC WORDS

Word Sort

- Write ten to fifteen decodable words on sheets of paper or index cards. More than half of the words should be multisyllabic words.
- Remind students that multisyllabic words have more than one vowel sound, and a one-syllable word has only one.
- Mix up the word cards. Invite a student or team of students to sort the cards into three stacks: one-syllable words, two-syllable words, and three-syllable words.
- Any of the chains may be completed as Teacher or Student Chaining.

Note: This can also be done as a timed, competitive event if you like.

Note: To make the exercise challenging, include some one-syllable words that look like two-syllable words from the third list.

	Three-Syllable Words:
volcanic	
athletic	
enrichment	
accomplish	
penmanship	
enchanted	
abandon	
minimum	
inhabit	
capital	
punishment	

Two-Syllable Words:	
culprit	
distrust	
bashful	
unzip	
mustang	
rustic	
submit	
happen	
robin	
radish	
banish	
expand	
expect	

Used washed mixed baked faked hanged tanked shunned whined wired

Two-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 Two-Syllable Baseball Game Board and line up.
- To play, teams take turns "at bat":
 - Pick a card from the pile (Two-Syllable Baseball Word Cards) and ask the first person on the team to read it.
 - If the underlined word in the sentence is read correctly, draw a line from home plate to first base, signifying a "hit." This player should go to the back of his or her 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
 underlined word in the sentence correctly, you draw a line to the next
 base. If the fourth player reads the underlined word in the sentence
 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 SYLLABICATION

Speak and Spell

- Have students open to Activity Page PP.1.
- Explain that for all activities, students are expected to write in cursive. Additionally, when writing sentences, they need to leave spaces between words.
- Model the Speak and Spell activity.
- Instruct students to listen as you say a word, listening carefully for the syllables and sounds.
- Say aloud the word on the first card for students to hear: *magnetic*.
- Hold up the card to display the word.
- Repeat the word magnetic. Orally chunk the syllables.
- Instruct students to say the word aloud and clap the syllables as they say it.

- Demonstrate on the board how to syllabicate (label vowels and consonants and put a slash between syllables) and 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 will hear. They will write its syllables on their copies of Activity Page PP.1 after they hear you say it and read it themselves, and then they will say the word and clap the syllables themselves.
- Repeat the process with each word.

Note: Use the following word box to extend the lesson.

Note: This activity can also be done independently. Provide a list of words on the board for students to see and syllabicate on their own paper.

model	inject	invented
button	nickel	disinfect
cotton	public	basketball
planet	cosmetic	spaghetti
laptop	talented	visiting

MORE HELP WITH SCHWA SOUND

Circle the Sounds

- Ask students to turn to Activity Page PP.2.
- Students should first read the sentence.
- Students should then circle the vowel that stands for the schwa sound in each underlined word.

Word Sort

- Write a selection of words from the boxes below on index cards, one word per card.
- Write column headers on the board/chart paper for 'a' as short /a/ and 'a' as schwa /ə/.
- Have students read the word on a card and identify the sound the letter 'a' represents in the word.
- Ask students to tape the word under the proper header.

Note: Extend this activity by asking students to identify the un/stressed syllables. Ask them to notice how schwa occurs in the unstressed syllable.

/a/		/ə/		
birdbath		about		
magnet		alone		
basket		comma		
exam		idea		
expand		umbrella		

- Use the same procedure about with the following tables.
- 'e' as short /e/ and 'e' as schwa /ə/

/e/	/ə/
relish	behind
messy	often
enter	moment
penny	problem
nutshell	racket

• 'i' as short /i/ and 'i' as schwa /ə/

/i/	/ə/
hiccup	family
ticket	fossil
index	raisin
enrich	victim
discard	tonsil

• 'o' as short /o/ and 'o' as schwa /ə/

/o/	/ə/
congress	compare
comic	complete
locket	concern
mascot	observe
Wisconsin	provide

• 'u' as short /u/ and 'u' as schwa /ə/

/u/	/ə/
punish	campus
public	bonus
suntan	focus
bathtub	cactus
upset	minus

MORE HELP WITH SPELLING ALTERNATIVES

Spelling Tree for /k/, /ch/, /j/, /f/, /n/, /eer/, and /air/

- Work with students to make a Spelling Tree that shows the various spellings for the /k/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into two smaller branches.
- Label the trunk /k/.
- · Label the branches 'k' and 'ck'.
- Explain that the tree stands for the sound /k/ and the branches stand for the spellings used to write the sound.
- · Mount the tree on a corkboard or a wall.

- Work with students to cut leaves out of green paper.
- Write decodable /k/ words on some of the blank leaves.

k	ck				
spook	neck				
soak	sock				
perk	quick unpack humpback padlock				
park					
task					
rework					
unhusk	packing				
network	bucket				
artwork	ticket				

• Invite students to hang the /k/ words on the proper branches, sorting them by spelling.

Note: You can create the /k/ Spelling Tree as soon as you have taught Lesson 4.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- As an extension, have students use the words in sentence or a written paragraph.

• To make a /ch/ Spelling Tree, use the same procedure described above; you will need two branches.

ch	tch				
march	catch				
coach	pitch				
peach	unhitch				
bench	unlatch				
beach	dispatch				
reteach	mismatch				
approach	hopscotch				
workbench					
cockroach					
blowtorch					
goldfinch					

Note: You can create the /ch/ Spelling Tree as soon as you have taught Lesson 5.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- As an extension, have students use the words in sentence or a written paragraph.

• To make a /j/ Spelling Tree, use the same procedure described above; you will need two branches.

ge	dge				
divulge	pledge				
carriage	smudge				
strange	porridge				
manage	dodge				
courage	knowledge				
cottage	drawbridge				

Note: You can create the /j/ Spelling Tree as soon as you have taught Lesson 6.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- As an extension, have students use the words in sentence or a written paragraph.
- To make a /f/ Spelling Tree, use the same procedure described above; you will need two branches.

ph	gh				
graph	cough				
alphabet	tough				
physical	laughing				
telephone	toughest				
prophet	coughing				
gopher					
phrase					

Note: You can create the /f/ Spelling Tree as soon as you have taught Lesson 7.

• Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

- As an extension, have students use the words in sentence or a written paragraph.
- To make a /n/ Spelling Tree, use the same procedure described above; you will need two branches.

kn	gn				
knit	design				
knocking	campaign				
kneaded	resign				
knuckle	assign				
knife	cologne				
kneecap	foreign				
kneel	reign				

Note: You can create the /n/ Spelling Tree as soon as you have taught Lesson 8.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- As an extension, have students use the words in sentence or a written paragraph.

ear	eer	ere
dear	deer	merely
near	cheerful	severe
fearful	engineer	cheered
clearing	meerkat	
yearly	reindeer	
	steering	

Note: You can create the /eer/ Spelling Tree as soon as you have taught Lesson 9.

- To make an /eer/ Spelling Tree, use the same procedure described above; you will need three branches.
- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- As an extension, have students use the words in sentence or a written paragraph.
- To make an /air/ Spelling Tree, use the same procedure described above; you will need four branches.

air	are	ear	ere
fair	care	wear	where
hair	rare	bear	stereo
chair	barefoot	pear	wherever
despair	shareholder	bearer	
airport	spare		
stairwell			

Note: You can create the /air/ Spelling Tree as soon as you have taught Lesson 10.

Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

As an extension, have students use the words in sentence or a written paragraph.

Board Sort

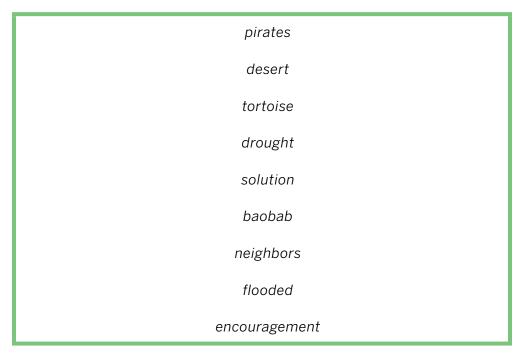
- Select ten to fifteen /air/ words from the box above. Write the words on the board in alphabetical order or random order.
- Pass out lined paper.
- Ask students to sort the words into columns based on which spelling is used to stand for the /air/ sound. (If possible, display the sort.)

Note: If students need additional scaffolding, you can underline the target spelling in each word.

Note: This activity can be applied to any of the sounds with alternative spellings in this unit with word boxes above.

MORE HELP WITH TRICKY WORDS

• The following box contains all of the Tricky Words for Unit 1.



Tap the Tricky Word

- Write the Tricky Words from the list above on the board at a level where students will be able to tap them with a ruler.
- Divide the class into two teams and have them line up at the board.
- Call out a Tricky Word. Two students, one from each team, will race to the board to find the word and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

Tricky Word Relay

- Write the Tricky Words listed in the previous box on two sets of yellow index cards.
- Divide the class into two teams. Have students line up by team on one side of the classroom and place each set of Tricky Words in two separate baskets or containers on a table or desk some distance away from where the teams are lined up.

When you give the signal, two students, one from each team, will go to
the table to pick out a Tricky Word from his or her team's basket to read.
However, before moving, students must wait to hear your directions as to
how they may move to get a Tricky Word. Here are some ideas:

Hop on the same foot.

Hop on alternate feet.

Jump with hands on hips.

Walk toe to toe.

Walk with hands behind your back.

Walk crossing one leg over the other.

Walk on tiptoe.

• The first student to pull a Tricky Word out of the basket and read it correctly earns a point for his or her team.

Sentence Writing

- Write the Tricky Words above on the board/chart paper.
- Pass out lined paper.

Ask students to write five sentences, each containing one or more Tricky Words.

MORE HELP WITH HIGH-FREQUENCY WORDS

• The following box contains all of the high-frequency words for Unit 1.

night	about	tree	story	thought	every
began	hard	important	river	small	near

Sentence Writing

- Using two sets of high-frequency word cards, select eight pairs of the same words from each set. (You can increase the number of cards in each game to provide a greater challenge.)
- Shuffle the cards and lay them facedown on the table, so there are four rows of four cards each.

- Have students turn over two cards at a time, attempting to find matching cards. Each time a pair is turned over, the student must read each word.
- If a student finds a match, he or she may keep the cards so long as he or she has read the words correctly.
- Let the game continue until all matches have been found. The person or team with the most cards is the winner.

MORE HELP WITH CURSIVE HANDWRITING

Complete the Sentence

• sk students to turn to Activity Page PP.3. Have students complete the sentence. Write the complete sentence on the lines below in cursive, leaving space between words.

Write Sentences

 Ask students to turn to Activity Page PP.4. Have students use words from the word box to write their own sentences in cursive on the lines, leaving space between words.

TWO-SYLLABLE BASEBALL GAME BOARD



TWO-SYLLABLE BASEBALL WORD CARDS

Cut out and laminate the sentences on s	-
They played basketball on the blacktop.	He won the jackpot.
The dentist checked his teeth.	The fabric was colorful.
I will contact you when I get home.	The small kitten is cute.
Pilgrims went on a ship.	The velvet felt so soft.
Please submit your work.	A sudden noise made me jump!
The party was splendid and fun.	They found a shipwreck under the sea.
They found an eggshell near the nest of birds.	She kept lipstick in her purse.
Within the box was a gift for her.	The flashlight was in the room.

Teacher Resources

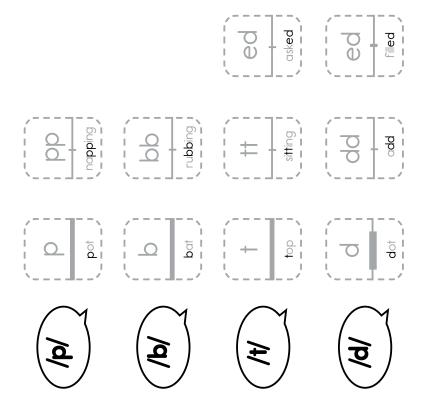
Grade 3 Foundational Skills 1

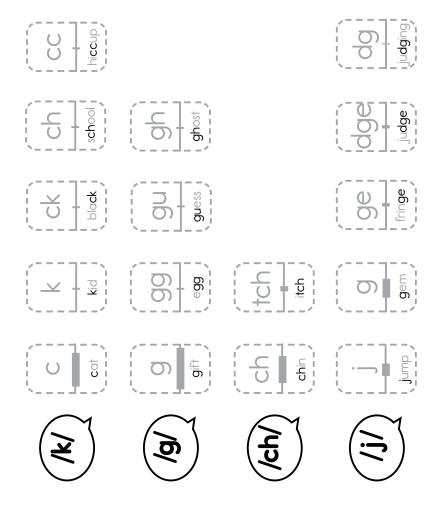
Teacher Guide

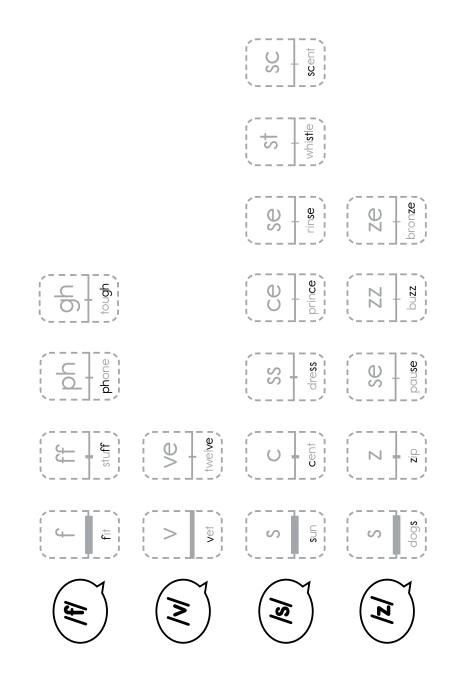
$\begin{array}{c} {\sf Grade\ 3\ |\ Foundational\ Skills\ 1} \\ {\sf Teacher\ Resources} \end{array}$

Grade 3 Individual Code Chart
Placement Assessment — Analysis of Spelling Errors
Placement Assessment — Analysis of Reading Errors
Grade 3 Anecdotal Reading Record
Grade 3 Foundational Skills Record
Grade 3 Fluency Record
Grade 3 End-of-Year Summary
Anecdotal Reading Record—Unit 1
TR 4.1 ck or 'k' Spelling Rules
TR 4.2 Roll, Flip, Read, Write Word Cards
TR 5.1 ch or tch Spelling Rules
TR 6.1 ge or dge Spelling Rules
TR 7.1 ph or gh Spelling Rules
TR 9.1 Consonant Trigraphs: igh, ear, eer, ere, ore
TR 9.2 Partner Reading Feedback
TR 10.1 Consonant Trigraphs
TR 12.1 Syllable Word List
TR 13.1 VC/V Syllable Pattern
TR 14.1 VCCCV Syllable Pattern
TR 14.2 Roll, Flip, Read, Write Word Cards
TR 15.1 Roll, Flip, Read, Write Word Cards
TR 15.2 Syllable Patterns
TR 15.3 W.C.P.M. Calculation Sheet
TR 15.4 Self-Sustained Reading Tracker
TR 16.1 Reading Assessment Scoring and Analysis
TR 16.2 Spelling Assessment Scoring and Analysis
TR 16.3 Tricky Word Assessment (Optional)
TR 16.4 Tricky Word Assessment Scoring and Analysis
Activity Book Answer Key
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

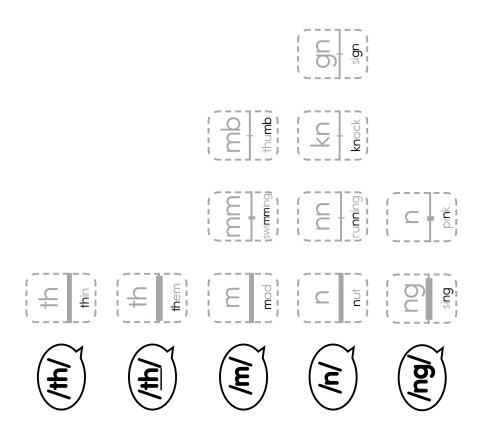
Teacher Resources

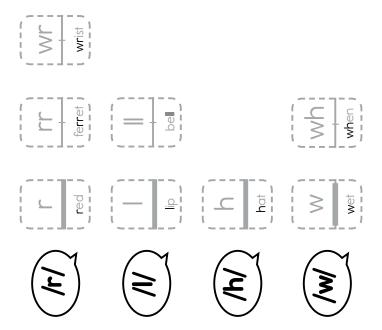




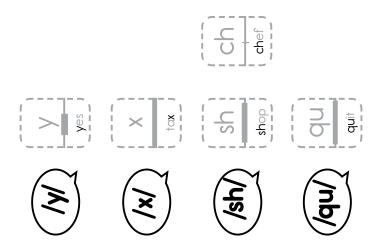


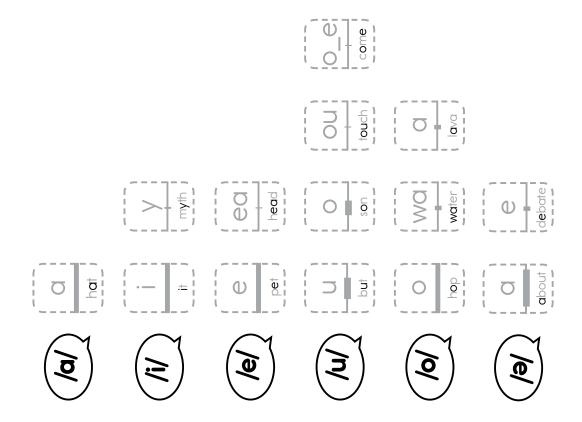
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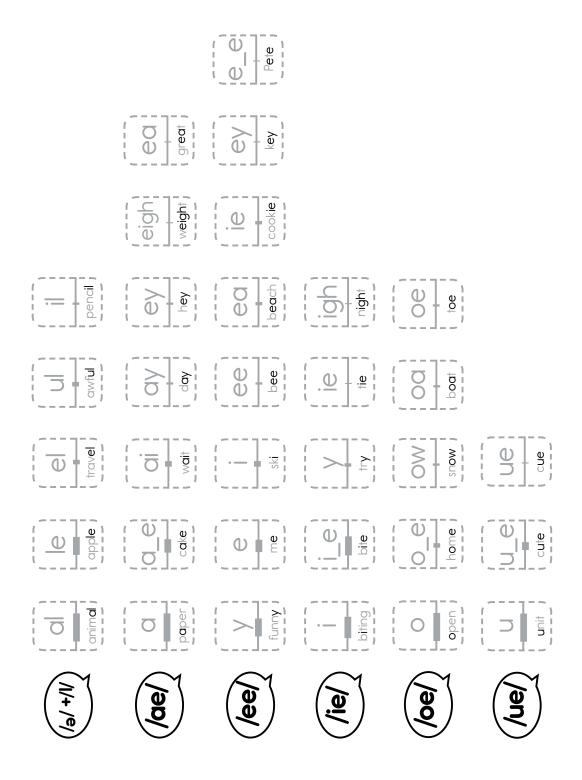




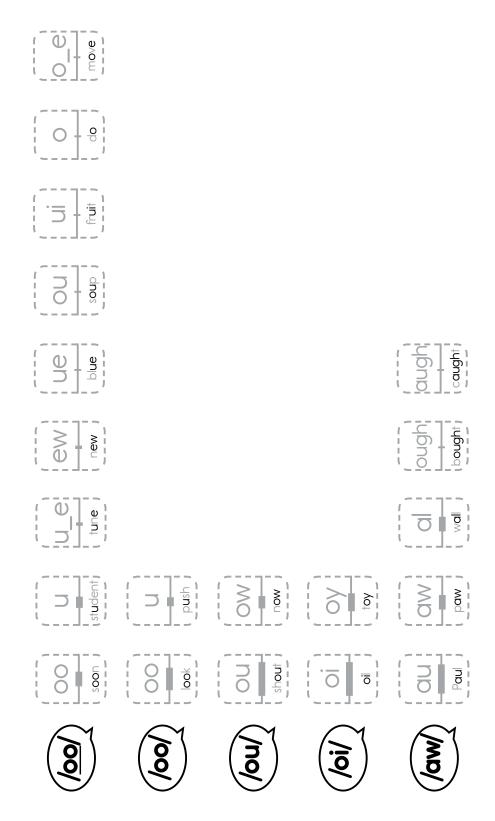


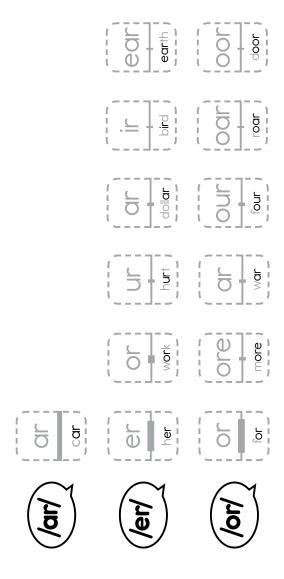


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Placement Assessment – Analysis of Spelling Errors

Student Names							
Spelling Assessment	A Skills						
1.shed (digraph sh)							
2. thank (digraphs th, nk)							
3.clothing (digraphs th, ng)							
4.belong (digraph ng)							
5.whisker (digraph wh, r-controlled syllable er)							
6.shrink (digraphs sh, nk)							
7. ignore (trigraph ore)							
8. jumble (final stable syllable -le)							
9. creep (digraph ee)							
10.stew (digraph ew)							
11.author (diphthong au, r-controlled syllable or)							
12.tonight (trigraph igh)							
13. because (diphthong au)							
14. fe/ver (open syllable fe)							
15. jewel (digraph ew)							
16. Hand the singer a flower. (digraph ng, r-controlled syllable er)							

Spelling Assessment	B Skills						
1.plastic (VCCV)							
2.expand (VCCV)							
3.unless (VCCV)							
4.happen (VCCV)							
5. supply (VCCCV)							
6. public (VCCV)							
7. until (VCCV)							
8. hiccup (VCCV)							
9. album (VCCV)							
10. picnic (VCCV)							
11. valid (VCV)							
12. limit (VCV)							
13. cabin (VCV)							
14.pumpkin (VCCCV)							
15. edit (VCV)							
16. The queen looked over her kingdom. (queen – VCCCV; looked – VCCV; kingdom – VCCCV)							

Placement Assessment – Analysis of Reading Errors

Student Names											
Reading Assessment A Skills											
closed syllables (fire/ truck, af/ter, cor/ner)											
open syllables (he/roes, si/ren, ho/ses, af/ter, to/geth/er)											
VCe syllables (brave, waved, smoke, raced, hoses, flames)											
vowel teams (loud, again, near,heavy, ready, sneakers, relieved, looked, down, window, air, away, okay, fighter, see,											
Digraphs (morning, Jack, they, thank, them, shouted, others, checked, back, truck, watched)											
Diphthongs (sounded, few, saw, pointed, noise, house, out, hour, shouted)											
r-controlled syllables (sneaker, after, water, over, corner, firefighter, other, morning, for)											
final stable syllables (people)											

Student Names						
Reading Assessment B Skills	S					
VCCV pattern (sister, scavenger, together, ribbon, other, Jenkins, different, tucked, Garcia, hurried, community, worked, solve, hidden)						
VCV pattern (piano, Amy, area, joined, ready, excitedly, inside)						
VCCCV pattern (little, children, puzzle, neighborhood)						

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.

STUDENT NAME
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

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 = Intervenel; 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
TEKS 3.2A.i 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.	1234	1234	1234	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1234	1 2 3 4	1234
TEKS 3.2A.ii 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.	1234	1234	1234	1234	1 2 3 4	1234	1234	1 2 3 4	1 2 3 4	1234
TEKS 3.2A.iii The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	1234	1234	1234	1234	1 2 3 4	1234	1234	1234	1 2 3 4	1234

Teacher Resources

1										
TEKS 3.2A.iv 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.	1234	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	1234	1234
TEKS 3.2A.v The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	1 2 3 4	1234	1234	1234	1234	1234	1234	1 2 3 4	1234	1234
TEKS 3.2A.vi 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.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.2A.vii The student is expected to demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	1234	1234	1234	1234	1234	1234	1234	1 2 3 4	1234	1234
3.2.B Spelling Knowledge	1	2	3	4	5	6	7	8	9	10
TEKS 3.2B.i 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.		1234			5 1 2 3 4		-		9 1 2 3 4	10
TEKS 3.2B.i 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	1234		1234	1234	1234	1234	1234		1234	1234
TEKS 3.2B.i 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. TEKS 3.2B.ii The student is expected to demonstrate and apply spelling knowledge by	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234

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TEKS 3.2B.v The student is expected to	1 2 3 4	1234	1234	1234	1234	1234	1234	1 2 3 4	1234	1234
demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.										
TEKS 3.2B.v 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.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1 2 3 4
TEKS 3.2B.vi The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.2B.vii 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	1234	1234	1234	1234	1234	1234	1234	1234	1234
	1	2	3	4	5	6	7	8	9	10
TEKS 3.2C The student is expected to alphabetize a series of words to the third letter.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
	1	2	3	4	5	6	7	8	9	10
TEKS 3.2D The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	1 2 3 4	1234	1234	1234	1234	1234	1234	1234	1234	1234
3.3 Vocabulary										
	1	2	3	4	5	6	7	8	9	10
TEKS 3.3A The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.3B The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234

TEKS 3.3C 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.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.3D The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1234	1234	1234	1 2 3 4	1 2 3 4	1234	1234	1 2 3 4	1 2 3 4	1234
TEKS 3.3D The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234

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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.

Date	Text	Total Words in Text	Words Missed	Words Read Correctly	Accuracy %	Time	Words Per Minute

GRADE 3 END-OF-YEAR SUMMARY

U10 RA										
U10										
U9 RA										
9 A										
RA RA										
8 E										
LY RA										
75 75										
U6 RA										
U6 FA										
U5 RA										
U5 F										
4 A										
₹										
R A										
E A										
Z Z R Z										
Z Z										
75 Z										
김돈										
ă m										
₽ A										
d)										
Name										

GRADE 3 END-OF-YEAR SUMMARY (CONTINUED)

O .										
U10 RA										
U10 FA										
US RA										
U9 FA										
U8 RA										
8 A										
UZ RA										
74										
U6 RA										
U6 FA										
U5 RA										
U5 FA										
4 A 4 A										
7 Z										
U3 RA										
U3 FA										
UZ RA										
Z 4										
R CI										
김돈										
a B										
A P										
Name										
S S										

ANECDOTAL READING RECORD—UNIT 1

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

Foundational Skills 1

NAME:	
DATE:	TR 4.1

ck or 'k' Spelling Rules

Rules for when to use the *ck* or 'k' spelling pattern at the end of a syllable.

- Use ck if the /k/ sound comes after:
 - a short vowel sound
 - > Examples: sick, black, shock
- Use 'k' if the /k/ sound comes after:
 - a long vowel sound
 - > Examples: oak, peak, seek
 - an r-controlled pattern (a vowel followed by 'r')
 - > Examples: shark, lurk, work
 - another consonant
 - > Examples: dunk, brisk, drink

NAME:	
	TR/12
DATE:	1114.6

Roll, Flip, Read, Write Word Cards

Make a copy for each student, cut words out, and number the backs of the cards with numbers 1 through 6.

barking	backpack
unmask	remark
carsick	relock

NAME:	
	TD 5 1
DATE:	11/ J.T

ch or tch Spelling Rules

Rules for when to use the *ch* or *tch* spelling pattern at the end of a syllable.

- Use tch if the /ch/ sound comes after:
 - a short vowel sound
 - > Examples: itch, match
- Use ch if the /ch/ sound comes after:
 - a long vowel sound
 - > Examples: teach, coach
 - an r-controlled pattern (a vowel followed by 'r')
 - > Examples: starch, church
 - another consonant
 - > Examples: branch, mulch

ge or dge Spelling Rules

Rules for when to use the *ge* or *dge* spelling pattern at the end of a syllable.

- Use dge if the /j/ sound comes after:
 - a short vowel sound
 - > Examples: dislodge, pledging
- Use ge if the /j/sound comes after:
 - a long vowel sound
 - > Examples: ages, cages
 - an r-controlled pattern (a vowel followed by 'r')
 - > Examples: enlarge, diverge
 - another consonant
 - > Examples: revenge, indulge
 - a schwa sound
 - > Examples: marriage, village

NAME:	
	TR 71
DATE:	11//.4

'ph' or 'gh' Spelling Rules

Rules for when to use the 'ph' or 'gh' spelling pattern.

- 'gh' only makes the /f/ sound at the end of words and syllable
 - > Examples: cough, enough, laughter
- 'ph' can make the /f/ sound in any position in a word or syllable
 - > Examples: photograph, trophy, triumph

NAME:			
DATE:			

TR 9.1

Consonant Trigraphs: igh, ear, eer, ere, ore

Spelling	Sound	Examples
igh	/T/	night, highway, delightful
ear	/ēr/	fear, hearing, disappear
eer	/ēr/	steer, cheering, volunteer
ere	/ēr/	here, cashmere, interfere
ore	/ōr/	bore, ignore, furthermore

NAME:		
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Partner Reading Feedback

Use these stems to share feedback with your reading partner:

You did a great job when you
l like how you
I liked it when you
You corrected yourself when
The best part of your reading was when
you

NAME:	
DATE:	TR 10.1
DATE:	1 1 1 4 4 4 1 4

Consonant Trigraphs: ear, ere, air, are

Spelling	Sound	Examples
ear	/ār/	bear, tearing, overbearing
ere	/ār/	there, nowhere
air	/ār/	pair, wheelchair, haircutter
are	/ār/	square, prepare, unaware

NAME:	TD 10 1
DΔTF·	TR 12.1

Syllable Word List

Give students a list of words with different numbers of syllables. Ask them to make word cards for each word. Then, have them put the cards into piles based on how many syllables each word has.

window
caterpillar
photograph
tiger
celebration
act
table
garden
university
jump
house
elephant

NAME:	
DATE:	TR 13.1

VC/V Syllable Pattern

VC/V Syllable Pattern

- The word has a syllable that ends with a consonant (closed syllable).
- The closed syllable creates a short vowel sound.
- The word's syllables are divided after the consonant.
 - Example: punish; pun/ish
 - valid
 - robin
 - lavish
 - vanish

NAME:	
DATE:	TR 14.1

VCCCV Syllable Pattern

When a word contains two single vowel sounds separated by three consonants, separate the syllables after the first single consonant unless the first two consonants function as a blend or digraph.

Steps to syllabicate:

- Label each vowel sound with a 'V'.
- Label each consonant between the vowel sounds with a 'C'.
- Identify and underline a digraph or blend (if present).
- Split the syllable after the first single consonant or consonant blend/digraph.

VC/CCV (split after the first consonant)	VCC/CV (split after the first two consonants)
hun/ <u>dr</u> ed v c cc v	king/dom vcc cv
kitchen	mushroom
children	pumpkin

Teacher Resources

NAME:		
	TD 1/1 1)
DATE:	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	

Roll, Flip, Read, Write Word Cards

Make a copy for each student, cut the words out, and number the backs of the cards with numbers 1 through 6.

control	instant
photograph	sandwich
grassland	reckless

NAME:	
	TP 15 1
DATE:	

Roll, Flip, Read, Write Word Cards

Make a copy for each student, cut words out, and number the backs of the cards with numbers 1 through 10.

magnet	knapsack
comet	congress
dolphin	dislodge
sandwich	punish
enchant	finish

NAME:	
DATE:	TR 15.1

Roll, Flip, Read, Write Word Cards (Optional)

Make a copy for each student, cut words out, and number the backs of the cards with numbers 1 through 10.

market	vanish
cashless	ticket
relish	kitchen
shallow	gimmick
fairground	profit

NAME:	TD 45 0
DATE:	TR 15.2

Syllable Patterns

VC/CV Syllable Pattern

- The word has two vowel sounds with two consonants in between.
- The word's syllables are divided between the consonants.
 - Example: happen: h a p / p e n

VC/V Syllable Pattern

- The word has a syllable that ends with a consonant (closed syllable).
- The closed syllable creates a short vowel sound.
- The word's syllables are divided after the consonant.
 - Example: punish: pun /ish

VCCCV Syllable Pattern

- The word contains two vowel sounds with three consonants in between.
- The word's syllables are divided after the first single consonant or consonant blend/digraph.
 - Examples:
 - > kingdom: king/dom
 - > hundred: hun/dred

NAME:	TD 1E 0
DATE:	TR 15.2
	CONTINUED

Steps to Syllabicate Words with More than Two Syllables

- · Label the word:
 - Label each vowel sound with a 'V'.
 - Label each consonant between the vowel sounds with a 'C'.
 - Identify and underline a digraph or blend (if present).
- Identify the VCCV, VCV, or VCCCV syllable patterns and follow the above rules.

Examples:

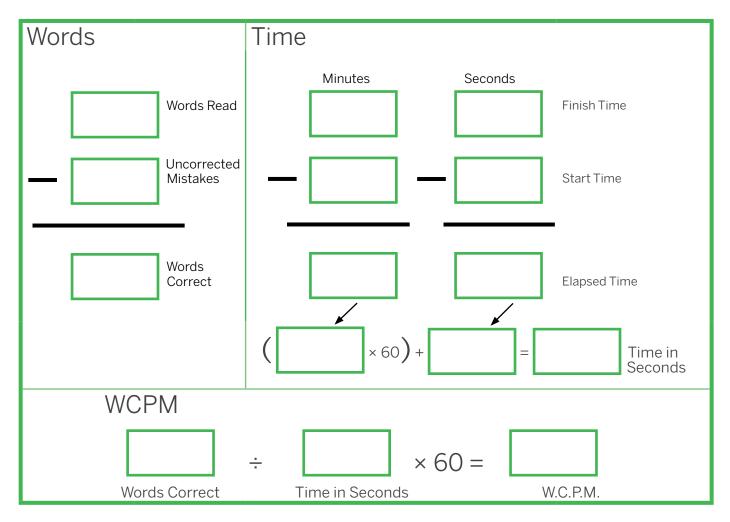
```
ath/let/ic
vcc cvc v

dis/in/fect
vc vc cv
```

NAME:	
DATE:	TR 15.3

Unit 1 W.C.P.M. Calculation Sheet

Story: "The Baseball Game" Total words in the story: 253



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

Reading Time for This Text	W.C.P.M.	National Percentiles for Fall, Grade 3
2:35	134	90th
3:05	104	75th
4:05	83	50th
5:55	59	25th
8:00	40	10th

NAME:	
	TR 15 /
DATE:	

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 Page Number	END Page Number

NAME:		
	TR 16.1	1
DATE:		_

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:		



	phonemes	digraphs/ trigraphs	syllables
1. sinking	/s/ /i/ /nk/ /i/ /ng/	nk ng	sink/ing VCC/V closed / closed
2. unpack	/u/ /n/ /p/ /a/ /k/	ck	un/pack VC/CV closed / closed
3. approach	/a/ /p/ /r/ /oe/ /ch/	oa ch	a/pproach V/CCCV open / closed
4. judging	/j/ /u/ /dg/ /i/ /ng/	dg ng	judg/ing VCC/V closed / closed
5. enough	/ee/ /n/ /u/ /f/	gh	e/nough V/CV open / closed
6. knotted	/n/ /o/ /t/ /e/ /d/	kn	knot/ted VC/CV closed / closed
7. sincere	/s/ /i/ /n/ /s/ /ee/ /r	r/ ere	sin/cere VC/CV closed / closed
8. limit	/l/ /i/ /m/ /i/ /t/		lim/it VC/V closed / closed
9. cactus	/k/ /a/ /k/ /t/ /u/ /s	5/	cac/tus VC/CV closed / closed
10. address	a//d//r//e//s/		ad/dress VC/CCV closed / closed

NAME:	TD 16 0
DATE	TR 16 2
DATE:	

Spelling Assessment Scoring and Analysis

Write students' names in the column provided. The words on today's spelling assessment include the 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 and words with closed-syllable VCCV, VCV, and VCCCV syllable division patterns.

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 16.2
	CONTINUED

1. shadow	digraph sh
2. attack	digraph ck
3. rematch	rigraph tch
4. enlarge	digraph ge
5. dolphin	digraph <i>ph</i>
6. doorknob	digraph <i>kn</i>
7. cheerful	trigraph eer
8. tonight	trigraph <i>igh</i>
9. sandwich	VCCCV
10. solid	VCV
11. Watch out for falling branches while you walk.	trigraph tch, digraph ch, digraph wh

NAME:	
	TP 16 3
DATE:	

Tricky Word Assessment (Optional)

- 1. pirates
- 2. desert
- 3. tortoise
- 4. drought
- 5. solution
- 6. baobab
- 7. neighbors
- 8. flooded
- 9. encouragement
- 10. night
- 11. about
- 12. tree
- 13. story
- 14. thought
- 15. every
- 16. began
- 17. hard
- 18. important
- 19. river
- 20.small
- 21. near

NAME:	
DATE:	TR 16 4
DATE:	

Spelling Assessment Scoring and Analysis

Student Name:	

Instructions: This is an optional assessment of Tricky Words and high-frequency words reviewed in this unit. At the end of Unit 1, show the student the Tricky Word List that follows this record. Ask the student to read each word from the list, proceeding in order from top to bottom.

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row he or she is reading. As the student completes a row, he or she should slide the paper down just enough to read the next row.

Record the student's performance on each word in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

NAME:	
DATE:	TR 16.4

Tricky Word/ High- Frequency Word	End of Unit 1 Assessment: Date
1. pirates	
2. desert	
3. tortoise	
4. drought	
5. solution	
6. baobab	
7. neighbors	
8. flooded	
9. encouragement	
10. night	
11. about	
12. tree	
13. story	

NAME:	
DATE:	_ TR 16.4
	CONTINUED

14. thought	
15. every	
16. began	
17. hard	
18. important	
19. river	
20. small	
21. near	

ACTIVITY BOOK ANSWER KEY

	Spelling Placement Assessment A	
	e each word as your teacher says it out loud. Write eac d neatly in cursive.	:h
	<u>sh</u> ed (digraph)	
2.	<u>th</u> ank (digraph)	
3.	clo <u>th</u> ing (digraph)	
ļ.	belo <u>ng</u> (digraph)	
).	whisker (digraph, r-controlled syllable)	
ò.	shrink (digraph)	
7 .	ign <u>ore</u> (trigraph)	
3.	jumb <u>le</u> (final stable syllable)	
).	creep (digraph)	
0.	st <u>ew</u> (digraph)	
1	<u>author</u> (diphthong, r-controlled syllable)	

12tonight (trigraph)
13bec <u>au</u> se (diphthong)
14. fe/ver (open syllable)
15. jewel (digraph)
Hand the s <u>ing</u> er a flow <u>er</u> (digraph, r-controlled syllable)

Reading Placement Assessment A Text

Read aloud the text below.

Heroes

One sunny morning, as Emma and Jack were enjoying their breakfast, they heard a loud sound. It was the wail of a siren! Startled, they raced to the window and looked outside. What they saw was a magnificent sight: a red fire truck speeding down the street with its lights flashing and its sirens blaring.

"Let's go see what's happening!" Emma exclaimed. Jack nodded. They slipped on their sneakers and ran out the door. Their hearts were pounding with excitement.

As they got closer, the reason for the rush was clear. The fire truck stopped suddenly near a house with smoke swirling out the windows. Brave firefighters ran out. They were dressed in sturdy helmets and heavy coats. They sprang into action.

The smell of smoke was strong. The air felt warm as Emma and Jack watched from their side of the road.

Emma and Jack saw firefighters holding the hose, directing the water toward the flames. They were amazed, unable to look away from the brave scene in front of them.

Foundational Skills 1

As the smoke cleared, a kind-hearted firefighter walked toward the children. "Don't worry. We're here to help. Everyone will be okay," he reassured them with a calm voice.

After one hour of intense effort, the firefighters put out the fire. They checked every corner of the house. They did not want the fire to start again. They got into their truck, smiled, and waved goodbye to Emma and lack

After seeing what happened, Emma and Jack looked at each other. "We want to be firefighters too," they said at once. They wanted to be protectors in their community, just like the firefighters who had saved the day.

Foundational Skills 1

NAME: 1.3 Assessment	
Reading Placement Assessment A Questions	Read these sentences from paragraph: "The fire truck
Circle the letter of the correct answer.	stopped suddenly near a house with smoke swirling
Circle the letter of the correct answer.	out the windows. Brave firefighters ran out. They were
	dressed in sturdy helmets and heavy coats." What key
How did Emma and Jack confirm the noise they heard?	detail supports the idea that firefighters want to keep their
Emma and Jack only guessed what the noise was without checking.	bodies safe?
B. Emma and Jack asked their mom what the noise was.	A. fire truck stopped suddenly
C. Emma and Jack turned on the television and watched the	sturdy helmets and heavy coats
news.	C. brave firefighters ran out
D. Emma and Jack looked outside and saw a fire truck.	D. smoke swirled out the windows
2. Why did Emma and Jack put on sneakers?	5. How long did it take the firefighters to put out the fire?
A. They wanted to run after the truck.	(A.) It took them less than two hours to put out the fire.
They could not find sandals to wear.	B. It took them less than an hour to put out the fire.
C. They wanted to wear socks.	C. It took them all afternoon to put out the fire.
D. They were getting ready to exercise.	D. The firefighters were unable to put out the fire.
3. What is the meaning of the phrase "sprang into action"	6. What did the firefighters do before they left?
when describing the firefighters' response?	(A.) The firefighters checked the house.
A. The firefighters took a break and relaxed.	B. The firefighters talked to everyone.
B. The firefighters quickly started to work.	C. The firefighters sprayed more water.
C.) The firefighters moved slowly and carefully.	D. The firefighters celebrated with Emma and Jack outside.
D. The firefighters began their work on time.	
Foundational Skills 1 5	6 Foundational Skills:
NAME: 1.3 Assessment	NAME: 2.1 Ass
7. What is the most likely reason Emma felt relieved?	C 11: D1
	Spelling Placement Assessment B
(A.) Emma felt relieved her brother was there with her.	Write each word as your teacher says it out loud. Write each
B. Emma felt relieved that she could help the firefighters. C. Emma felt relieved to be able to go home.	word neatly in cursive.
Emma felt relieved to be able to go home. D. Emma felt relieved the fire fighters were there to help.	
D. Littina lett relieved the fire fighters were there to fielp.	1. plastic (VCCV)
8. Which sentence best decribes how Emma and Jack felt	2. expand (VCCV)
watching the firefighters?	2. expand (VCCV)
A. Emma and Jack felt scared watching them.	1 () (P(M))

B Emma and Jack felt grateful watching them. C. Emma and Jack felt indifferent watching them.

D. Emma and Jack felt angry watching them.

10. picnic (VCCV) 11. valid (VCV)

3. <u>unless (VCCV)</u>

4. <u>happen (VCCV)</u>

5. supply (VCCCV) 6. public (VCCV) 7. until (VCCV) 8. <u>hiccup (VCCV)</u> 9. <u>album (</u>VCCV)

12.	limit (VCV)
13.	cabin (VCV)
14.	pumpkin (VCCCV)
	edit (VCV)
1	The queen looked over her kingdom.

NAME: DATE:

Reading Placement Assessment B Questions

Circle the letter of the correct answer.

- 1. What detail from the story tells the reader that Amy and Addy enjoy being together?
 - A. They put their sneakers on and ran outside.
 - They joined others at the park.
 - (C) They decided to work as a team.
 - D. They both woke up feeling excited.
- 2. Why did Mrs. Jenkins give each team a map and a clue?
 - A. To help each team find one another in the park
 - B. To make it easy to locate the slides
 - To let the teams start the scavenger hunt (C)
 - D. To help the teams find their way home
- 3. Why were the girls looking for a red ribbon tied around a tree root?
 - A. The tree root was where the scavenger hunt started.
 - The tree root was the location of their second clue.
 - C. The tree root was the location of their final clue.
 - D. The tree root was their favorite place to gather.

13

4	Why is Mrs	Jenkins	important	to the	story?

- Mrs. Jenkins was the girls' mom.
- Mrs. Jenkins organized the scavenger hunt.
- Mrs. Jenkins taught neighborhood kids to play the piano.
- Mrs. Jenkins was the kind neighbor.
- 5. How did the girls know to go find a piano?
 - A The riddle gave them a clue.
 - B. The map had a drawing of a piano.
 - C. Mrs. Jenkins told them to find it.
 - D. They found a picture of a piano at the park.
- 6. What was the last location of the scavenger hunt?
 - A. A tree
 - B. A piano
 - (C) A bench
 - A house
- 7. How do Amy and Addy most likely feel when they find the chest?
 - A. Sad
 - B) Puzzled
 - Excited C.
 - Upset

	Founda

NAME:	
DATE:	
•	

- 8. What will Amy and Addy most likely do at the next scavenger hunt?
 - They will already have all of the clues.
 - They will work together to solve the clues.
 - They will ask Mrs. Jenkins to help them solve the clues.
 - They will choose not to participate in the next scavenger hunt.

	Sp	peak and Spell			Roll, Fli	p, Read, Write	:
		r, placing the word pa es. Write neatly in cu		you with. The unmask, rema	Word Cards w ark, carsick, rel	e word cards your ords include: barki lock. Write the word	ng, backpack, d in cursive th
#	First Syllable	Second Syllable	Third Syllable			he correct spot in to buthe card, correct	
1.	whis	per			ck		'k'
2.	pen	man	ship	backpack		barking	
3.	thank	less		carsick		remark	
4.	hang	ing		relock		unmask	
5.	fin	ish	ing	Complete the	contonoo with	n the two words you	u boor vour
\A/-:+		ı hear your teacher re	- it- Will th-			cursive. Circle the	
	sive, leaving space	=	,				
			. 0 0	Jenn will prepare	are the campf	ire by getting <i>sta</i>	of woo
1. \(\frac{1}{\lambda}\)	<u>re girl was than</u>	rkful when she got	t a new fish	Hom the			
	1 .0.0.	al all the land lan	Thanksaissina				
2 H	'e was thinking	of an me food for	i marrikagiriring.				
2. <u>H</u>	le was thinking	og an vrie jood joi	· τπωτικασυνντισμ				
_		og un vive jood for	Thuring growing.				
2. —		og un me zoou zoi	p	Foundational Skills 1			
_		og im me good zoe		Foundational Skills 1			
_		og un me jood ger		Foundational Skills 1			
Foundational Si	M/s1		<i>v</i>				/1 2 Take
Foundational Si	M/s1		<i>v</i>			Skatch, sh or "	
NAME: _ DATE: _	M/b 1	Exit Ticket	<i>v</i>	NAME:DATE:	Spell and	Sketch: <i>ck</i> or '	
NAME: _ DATE: _	M/s1	Exit Ticket	<i>v</i>	NAME: DATE: Dear Family M	Spell and Member,	Sketch: <i>ck</i> or '	ĸ'
NAME: _ DATE: _ Read :	and answer the qu	Exit Ticket Justions below. Golden Peach," why	4.2 Activity Page	NAME: DATE: Dear Family M Your student h	Spell and Member, mas practiced		k 'spellings.
NAME: _ DATE: _ Read :	and answer the qu n Jen's story, "The n a quest to find th	Exit Ticket Justions below. Golden Peach," why he peach tree herself	4.2 Activity Page	Dear Family M Your student I Please ask you	Spell and Member, mas practiced or student to on ask him or h	Sketch: ck or 's words with ck or 'k complete each wor er to sketch a picto	k' 'spellings. 'd with either a
NAME: _ DATE: _ Read :	and answer the qu	Exit Ticket Justions below. Golden Peach," why he peach tree herself	4.2 Activity Page	Dear Family M Your student I Please ask you ck or a 'k'. The word to show	Spell and flember, mas practiced our student to our n ask him or h its meaning. T	Sketch: ck or 's words with ck or 'k complete each wor	k' 'spellings. 'd with either a ure below eacl ty to discuss v
NAME:_ DATE: _ Read :	and answer the qu n Jen's story, "The n a quest to find the	Exit Ticket Justions below. Golden Peach," why he peach tree herself	does Kat embark	Dear Family M Your student I Please ask you ck or a 'k'. The word to show your student t	Spell and Member, mas practiced our student to our n ask him or h its meaning. T the importance	Sketch: ck or 'k words with ck or 'k complete each wor er to sketch a pictiake this opportuni	k' 'spellings. 'd with either a ure below eacl ty to discuss v
NAME:_ DATE: _ Read :	and answer the qu n Jen's story, "The n a quest to find the	Exit Ticket Justions below. Golden Peach," why he peach tree herself esponse.	does Kat embark	Dear Family M Your student I Please ask you ck or a 'k'. The word to show your student t meanings of ti	Spell and fember, mas practiced 'ur student to o n ask him or h its meaning. T the importanc hese words in	words with ck or 'k complete each wor er to sketch a pictiake this opportunite of spelling and ur everyday contexts	k' spellings. I'd with either a ure below eacl ty to discuss vaderstanding in the control of the
NAME:_ DATE: _ CO O eH	and answer the qu n Jen's story, "The n a quest to find the	Exit Ticket Justions below. Golden Peach," why he peach tree herself esponse.	does Kat embark	Dear Family M Your student I Please ask you ck or a 'k'. The word to show your student t meanings of ti	Spell and Member, mas practiced our student to our n ask him or h its meaning. T the importance	words with ck or 'k complete each wor er to sketch a pictiake this opportunite of spelling and ur everyday contexts	k' 'spellings. 'd with either a ure below eacl ty to discuss v
NAME: _ DATE: _ O e e	and answer the quantum Jen's story, "The na quest to find the mbarked in your read answers many was answers and and answers and answers and answers and answers and answers and and answers and answers and answers and answers and answers and and answers and answers and answers and answers and answers and and answers and answers and answers and answers and answers and and answers an	Exit Ticket uestions below. Golden Peach," why ine peach tree herself esponse. wary	does Kat embark	Dear Family M Your student I Please ask you ck or a 'k'. The word to show your student t meanings of to	Spell and fember, mas practiced 'ur student to on ask him or hits meaning. The importanchese words in	words with ck or 'k complete each wor er to sketch a pictiake this opportunite of spelling and ur everyday contexts	k' spellings. I'd with either a ure below eacl ty to discuss vaderstanding in the control of the
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NAME: _ DATE: _ C	and answer the quantum Jen's story, "The na quest to find the mbarked in your read months and mount in the mount of the control of the contro	Exit Ticket uestions below. Golden Peach," why ne peach tree herself esponse. wary. wary.	does Kat embark? Use the word	Dear Family M Your student I Please ask you ck or a 'k'. The word to show your student t meanings of ti	Spell and fember, mas practiced 'ur student to on ask him or hits meaning. The importanchese words in	words with ck or 'k complete each worder to sketch a pictuake this opportunite of spelling and ur everyday contexts	k' spellings. I'd with either a ure below eacl ty to discuss vaderstanding in the control of the
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Dear Family Member, Your student has been practicing reading words with consonant digraphs and high-frequency words. Please ask your student to complete the story using the words reviewed in class so far and to spell each word correctly. Ask your student to think of times he or she has heard these words in real life and to talk about their use in everyday conversations and experiences. The day of the story of the	Sentence Retelling The following words contain the /ch/ sound and are found in Campfire Tales. branches enchanting peaches children Answer the following question: What happens when a person eats one of the peaches? Use one or more of the words in the boxes in your answer. Write neatly in cursive, leaving spaces between words. Answers may vary.
Listen to each word that your teacher says. Write the words in the correct column in the table below. Ch	The following words contain the /ch/ sound and are found in Campfire Tales. branches enchanting peaches children Answer the following question: What happens when a person eats one of the peaches? Use one or more of the words in the boxes in your answer. Write neatly in cursive, leaving spaces between words.
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### Take-Home Me:	Write neatly in cursive, leaving spaces between words.
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The story using the words reviewed in class so far and to spell each word correctly. Ask your student to think of times he or she has heard these words in real life and to talk about their use in everyday conversations and experiences. The to go words in real life and to talk about their use in everyday conversations and experiences. "Up thought tree story night about "Caracter about the branches of a tree to like the life and to talk about their use in everyday conversations and experiences." "We caracter about the life about the life about thought to itself, That is a long way down. I will never be big	was once a tiny seed—an acorn even smaller than you. ok a long time, but it grew big and strong. Be patient. Big
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thought tree story night about "Ca A baby bird sat in a nest high in the branches of a tree It looked over the edge of the nest and thought to itself, That is a long way down. I will never be big	YOW.
thought tree story night about "Can be about tree story night about "Can be about tree to itself, That is a long way down. I will never be big	st have one more question," the baby bird added.
A baby bird sat in a nest high in the branches of a tree It looked over the edge of the nest and thought _to itself, That is a long way down. I will never be big	at's that?" asked the mother bird.
tree It looked over the edge of the nest and thought to itself, That is a long way down. I will never be big	n you tell me a bedtime <u>Story</u> , please?"
thought to itself, That is a long way down. I will never be big	
enough to fly that far.	
As <u>night</u> arrived and the moon rose, the mother bird returned to the nest and asked. "What are you thinking	
about?"	
conditional Salas 1 31 32	

DATE: Activity Page	DATE:	0
Reading and Dictation	Exit T	icket
Reading Point to the first word. Follow your teacher's directions.	Answer the question below. Wr spaces between words.	ite neatly in cursive, leaving
1. wedge 2. enlarge 3. budget 4. edgeless 5. manage	How did Sadie demonstrate th Use the word <i>smudged</i> or <i>nud</i> Circle the digraphs and trigrap	ged (or both) in your respon
Dictation	Answers mary vary.	
Write each sentence your teacher says. Write neatly in cursive, leaving spaces between words.		
6. She knows how to manage all five dogs on a walk.		
7. We saw badgers and hedgehogs at the zoo. 8. He went backstage to recharge the lights.		
8. He went backstage to recharge the lights.		
Foundational Skills 1 33	Foundational Skills 1	
Foundational Stalls 1 33	Foundational Skills 1	
Foundational Skills 2 33	Foundational Skills 1	
NAME: 71 Activity Page	NAME:	72 Activ
NAME: 7.1 Activity Page	NAME:DATE:	/.∠
NAME: 71 Activity Page	NAME:	/.∠
NAME: 7.1 Activity Page	NAME:DATE:Exit T	icket
NAME: 7.1 Activity Page Phonics Tic-Tac-Toe	NAME:DATE:	icket characters, plot, or setting
NAME: 7.1 Activity Page Phonics Tic-Tac-Toe	NAME:	icket characters, plot, or setting three words from the Reade e list below. Write neatly in
NAME: 7.1 Activity Page Phonics Tic-Tac-Toe	NAME:	icket characters, plot, or setting three words from the Reade e list below. Write neatly in
NAME: 7.1 Activity Page Phonics Tic-Tac-Toe	NAME:	characters, plot, or setting three words from the Reade e list below. Write neatly in n words.
NAME: 7.1 Activity Page Phonics Tic-Tac-Toe	NAME: DATE: Exit T Write two sentences about the of Campfire Tales. Use at least with digraphs ph or gh from the cursive, leaving spaces between	characters, plot, or setting three words from the Readte elist below. Write neatly in n words.
NAME: 7.1 Activity Page Phonics Tic-Tac-Toe	NAME: DATE: Exit T Write two sentences about the of Campfire Tales. Use at least with digraphs ph or gh from the cursive, leaving spaces between tough rough laugh	characters, plot, or setting three words from the Reade e list below. Write neatly in n words.
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DAT	E: O.1
	Reading and Dictation
Un	derline the <i>kn</i> and <i>gn</i> digraphs in each word.
1.	<u>kn</u> otted
2.	gnarly
3.	<u>kn</u> ockoff
4.	align
5.	<u>kn</u> eepad
ser	ten as your teacher reads each sentence. Complete each atence with the word(s) you hear your teacher say. Underline kn and gn digraph in each word.
6.	The <u>knitter knew</u> how to untie a
7.	A tiny <u>gnat</u> landed on the <u>knee</u> of the <u>gname</u> .

DATE	8.2 Activity
	Encode and Apply
Filli	in the blanks to finish each word below with either kn or gn.
1.	<u>kn</u> ot
2.	resi <i>gn</i> _
3.	<u>gn_</u> ash
4.	<u>kn</u> ight
5.	rei <i>gn</i>
6.	campai_ <u>\$\mathcal{y}^n\$</u>
kn c	te the sentence your teacher says. Underline the digraphs or gn in the sentence. Write neatly in cursive, leaving spaces ween words.
7.	Kwame had a knack for designing smart plans.

DATI	:
	Trigraph Dictation
alo	en to the words and sentences that your teacher says ud. Write each word or sentence neatly in cursive on th s below. Then, circle the trigraph in each word.
1.	dearly
2.	<u>sincere</u>
3.	carker
4.	She loved to explore her own backyard.
5.	I had to highlight the words in the book that I didn't know.

DATE:		_ 9.2 Activity P
	Exit Ticket	
Fill in the blanks wit Then, circle the trig	h two words from the raphs in the words.	word bank below.
before	clearly	highlighted
Before I read the would learn. Once I the importance of n	e story, I was not sure read, I realized the sto not being jealous.	what lesson Matteo ory <u>highlighted</u>
would learn. Once I the importance of n Answer the followin leaving spaces betw In Campfire Tales, wuncle's story?	read, I realized the sto lot being jealous. g question. Write nea leen words. That lesson does Matt	ory <u>highlighted</u> tly in cursive,
would learn. Once I the importance of n Answer the followin leaving spaces betw In Campfire Tales, w	read, I realized the sto lot being jealous. g question. Write nea leen words. That lesson does Matt	ory <u>highlighted</u> tly in cursive,



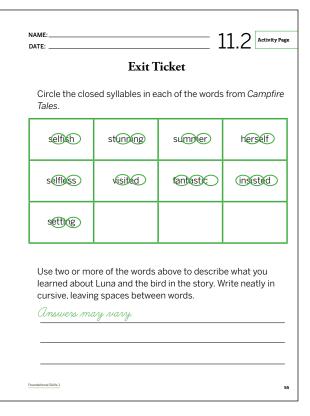
ear	ere	air	are
as in <i>bear</i>	as in there	as in pair	as in square
wearing	nowhere	haircut	careful
outerwear	therefore	staircase	scarecrow
swear		repairing	warehouse
		chairman	farewell
		highchair	compare
		fairly	silverware
		airplane	software
ntence for eac tween words.	rd from each col ch word. Write n may vary		

Exit Ticket Circle the trigraph in each word below from Campfire Tales makes the /air/ sound. before stallicase repair careful beward What lesson does Arjun learn in the story? Write neatly in cursive, leaving spaces between words. Answers may vary.
makes the /air/ sound. before stancase repair careful beward What lesson does Arjun learn in the story? Write neatly in cursive, leaving spaces between words.
What lesson does Arjun learn in the story? Write neatly in cursive, leaving spaces between words.
cursive, leaving spaces between words.

DATE:				Activit
	Close Sy	llable Dict	ation	
Write eac	ch word your teach yllables.	er says neatly	in cursive. Ci	cle the
1	Comic	_		
2	ashes	_		
3	Quelic	_		
4	pla(tic)	_		
5	fantastic	_		
Foundational Skills 1				

Write the sentence that your teacher says on the lines below.
Write neatly in cursive, leaving spaces between words.

6. The children expected food at the picnic.



bas)	ket	ball	
show the sy	below. Add a slas llables. Rewrite ea v. Circle the stress	ach syllable neatl	
Inswers mi	ay vary.		
	ce with proper ca in the box above n words.		
Answers n	nay vary.		

Partitions | 12.2 | Take-Home |

Family Story

Dear Family Member,

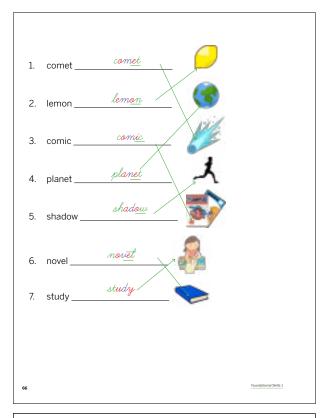
Your student has been reading Campfire Tales at school. In Campfire Tales, children share family stories that teach a lesson. Discuss a story that you share with your family or relatives that connects to Texas. Have your student write a summary of the story on the lines below. Encourage your student to use the words first, next, then, and last in his or her summary about Texas connections.

Answers many pranty.

DATE: Listen for the Pattern Circle the word you hear the teacher say for each line. Then, label the VCV pattern in cabin by underlining the letters that show the pattern. After, mark the syllable division using a slash (/). crying sheep carbon cabin submit eight better edit Listen to each word said aloud, then write the word neatly in cursive. Then, label the VCV pattern in the word by underlining the letters that show the pattern. After, mark the syllable division using a slash (/). 3. <u>ex/a</u>m 4. <u>pol/ish</u>

	Exit Ticket
cla: cor	ch word is from the section of Campfire Tales you read during ss. Color the vowel in each word's syllable in red. Color the isonant between the two vowels blue. Then, draw a line to ide the syllables.
1.	habit (hab/it)
2.	finish (fin/ish)
3.	upon (up/on)
4.	river (riv/er)
5.	limits (lim/its)
6.	water (wat/er)
7.	panic (pan/ic)
8.	Write a sentence using two of the words above that explains why Mei was afraid. Write neatly in cursive, leaving spaces between words.
7.	Nei was afraid that the waterfall would push her ut of the river

-13.3DATE: Practice with VC/V Syllable Pattern Dear Family Member, Your student has been practicing with VC/V syllable patterns. VC/V stands for Vowel, Consonant, Vowel. The word robin is an example of the syllable pattern VC/V. The first syllable is *rob* and the second syllable is *in*. Within the first syllable, the letters 'o' and 'b' are the VC. Within the second syllable the letter 'i' is the V. Between those letters is where the syllable will be divided. Color the vowel in each word's syllable red. Color the consonant between the two vowels blue. Circle the closed syllable. Underline the open syllable. Write each word. Draw a line to the picture that matches each word. Remember: If the first vowel sound is short, it is a closed syllable.

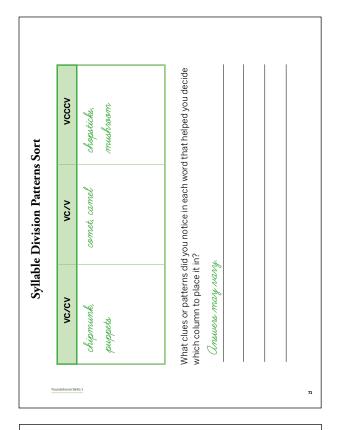


Roll, Flip,	Read, Write
Using the Roll, Flip, Read, Write your teacher, you will work with The Word Cards words include: sandwich, grassland, reckless. \on a word card aloud, write tha box below. Have your partner c placement, and fix if needed.	n a partner to sort the words. control, instant, photograph, When your partner reads a wor t word in cursive in the correct
VC/CCV	VCC/CV
control	sandwich
control instant photograph	grassland
photograph	reckless
Write the sentence your teache identify two multisyllabic words Finally, draw a slash (/) to split The sandbox was farthe	s that follow the VCCCV patters the syllables in those words.
	0

14.2 Take-Home DATE: Syllable Sort Dear Family Member, Your student has been learning about syllable division patterns in class. There a few different syllable division patterns including VC/CV which is a word that has two vowel sounds with two consonants in between. The VC/CV syllables are divided between the consonants. The VC/V $\,$

pattern has a syllable that ends with a consonant (closed syllable). The closed syllable creates a short vowel sound. The VCCCV pattern contains two vowel sounds with three consonants in between. To help support this skill have students follow the instructions below. Foundational Skills 1

Write the words on the lines below each picture neatly in cursive and have students circle the different syllables to show where the syllable divides. For example the word kingdom would be written king dom. Then, write the word in the appropriate column on the chart based on its syllable division pattern. chipmunk (puppets chopsticks musb coom



VC/CV VC/V VCCCV magnet comet dolphin knapsack punish sandwich	in	VCCCV	V C/ V	VC/CV
magnet comet dolphin knapsack punish sandwich	m	100.	,	VC/CV
knapsack punish sandwich		dolphin	comet	magnet
	ich	sandwick	<u>punish</u>	knapsack_
<u>dislodge</u> <u>finish</u> enchant	nt_	enchant	finish	dislodge
congress	387	congress		

NAME:	15.2 Activity Page
DATE:	

Roll, Flip, Read, Write (Optional)

Your partner will pick up the Roll, Flip, Read, Write card that corresponds to the number rolled and reads the word on the card aloud. Spell and write the word your partner read aloud in cursive in the correct column below. Have your partner check your spelling and word placement, and fix if needed.

VC/CV	VC/V	VCCCV
_market	vanish	cashless
ticket	relish	kitchen
shallow	profit	fairground
gimmick		

Foundational Skills 1

NAME:	1 Г つ
	Assessment
DATE:	13.3

Unit 1 Fluency Assessment

Read aloud the text below.

The Baseball Game

Jack was an athlete. He loved sports, but mostly he loved baseball. He was an ambitious third-grade boy with big dreams. He wanted to be the best baseball player in the world. It did not matter what the weather was. It could be rainy or sunny. Jack would go outside to practice. He would throw the ball high in the air to practice catching. He would toss a ball up and hit it out of the air to practice batting. Jack would even ask his dad to time him as he sprinted around the house to build speed as a runner.

On Saturday, Jack's team, the Lions, had a big game against their team rivals, the Falcons. Jack knew it would be a tough game. Jack's coach said the Lions needed to play their best if they wanted to win. Before the game started, Jack sat on the bench. He could hear the crowd. They were already cheering loudly.

It was Jack's turn. He grabbed his baseball bat and walked up to home plate. The pitcher threw a fastball. It came at Jack so fast he could hear it cutting through the air. Jack swung at the pitch. The ball made a loud crack as it hit the bat. It flew through the air over the head of the outfielder. Jack ran fast and made it to third base. His hit allowed the three other runners on the bases to score. Jack's team was jumping up and down. The crowd was screaming.

Foundational Skills

77

Now, it was the Falcons' turn to bat. The Falcons only needed one run to tie the game and two runs to win. The first batter struck out. The second batter hit a double and made it to second base. The third batter was tagged out on first base. The fourth batter stepped up to the plate. The Lions had to get him out. If he scored a home run, the Lions would lose. Jack stood in the outfield, ready. He looked to the stands and gave his dad a thumbs-up. He kissed his baseball mitt for good luck. The batter struck the ball hard. Jack ran back, and he caught it! Jack's team won the game! Jack was a hero.

The Lions won a trophy for winning the game. Because Jack had made the winning catch, the team wanted Jack to hold the trophy for the

NAME: 15.4 Assessment DATE:

Fluency Assessment Questions

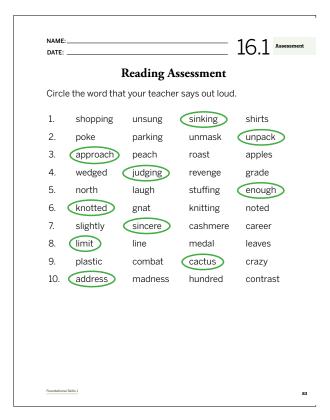
Read each question and circle the correct answer.

- 1. What does the reader learn about Jack at the beginning of the story?
 - (A.) He wants to become the best baseball player in the world.
 - B. He wants to learn how to coach baseball.
 - C. He wants to win the game against the Falcons.
 - D. He wants to play a different sport.
- 2. Which of Jack's actions shows that he was ambitious?
 - (A.) Jack would ask his dad to time him running to get faster.
 - Jack would study the rival teams to learn their plays.
 - Jack practiced pitching every day.
 - D. Jack allowed the other runners on the bases.
- 3. What detail from the shows that shows Jack's game was going to be tough?
 - (A.) The other team was their rival, the Lions.
 - The coach said the team needed to play its best to win.
 - The crowd was cheering before the game started.
 - The ball cracked Jack's bat.

- 4. What was Jack doing before the game started?
 - A. He was sprinting around the field.
 - He was hoping for the crowd noise to stop.
 - He was sitting on the bench, listening to the crowd cheer.
 - He was practicing hitting with his dad.
- 5. Why does the crowd scream after Jack goes up to bat?
 - (A.) He hit a home run.
 - B. He struck out.
 - C. He batted in three runners.
 - D. He caught a fly ball.
- 6. How many runs did the Falcons need to win the game?
 - A. One
 - (B.) Two
 - Three C
- 7. What is the most likely reason Jack kissed his baseball mitt?
 - He wanted the crowd to cheer.
 - (B.) He wanted to have good luck.
 - C He wanted his dad to be proud
 - D. He wanted to score a home run.

NAME:	15 / Assessment
DATE:	1J.T

- 8. Why did the Lions want Jack to hold the trophy?
 - Jack hit a home run.
 - Jack made the winning catch.
 - Jack was the captain of the team.
 - Jack was ambitious.

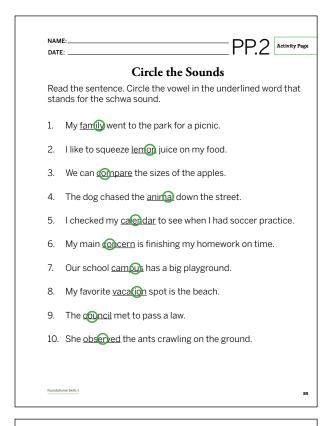


DATE: .		
\M/rita	Spelling Assessment each word as your teacher says it out loud. Write nea	+1、/
	rsive, leaving spaces between words when applicable.	Liy
1	<u>sh</u> adow (digraph)	
2	atta <u>ck</u> (digraph)	
3	rema <u>tch (</u> trigraph)	
4	enlar <u>ge</u> (digraph)	
5	dol <u>ph</u> in (digraph)	
6	door <u>kn</u> ob (digraph)	
7	cheerful (trigraph)	
8	ton <u>igh</u> t (trigraph)	
9	sandwich (VCCCV)	
10	solid (VCV)	
	Wa <u>tch</u> out for falling branches while you walk (trigraph, digraph)	

#	First Syllable	Second Syllable	Third Syllab
1.	mag	met	ic
2.	cos	met	ics
3.	at	lan	tic
4.	con	gress	man

#	First Syllable	Second Syllable	Third Syllable
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

NAME:



DATE:	PP.3 Activity
_	ete the Sentence
	arters below. Write the complete ursive, leaving spaces between word
The whale jumped	
answers may var	y.
	-
We played	
We played	

	nswers may vary.	
J		
We four	nd	
4	nswers may vary.	
	d	
5	rswers may vary.	

	:		ctivity P
DAIL.		entences	
leavi	e sentences using words fr ing spaces between words. punctuation.	om the box. Write in cursive	
	marshmallows	tough	1
	shouted	with	
	whatever	shared	
	theme	creek	
	shouted	withered	
1	Answers may vary.		
2	Answers may varry		
3	Answers may vary		
_			

Appendix A:

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 an efficient 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.

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.

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.

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 at, e bb		
/ch/	'ch'	'tch,' 't'	ch op, wa tch , fu t ure		
/d/	'd'	'dd,' 'ed'	ma d , ru dd er, play ed		
/f/	'f'	'ff,''ph,''gh'	fox, stuff, phone, rough		
/g/	ʻg'	'gg,' 'gu,' 'gh,' 'gue'	get, egg, guess, ghost, vague		
/h/	'h'	'wh'	h at, wh o		
/j/	ʻj'	'g,''dge,''dg,''ge,''d'	jump, giant, judge, judging, barge, education		
/k/	'c,''k'	'ck,' 'cc,' 'ch'	cat, kit, rock, raccoon, school		
/1/	T	'll'	lip, bell		
/m/	'm'	'mm,' 'mn,' 'mb'	m at, ha mm er, hy mn , la mb		
/n/	ʻn'	'nn,' 'kn,' 'gn'	net, runner, knot, gnat		
/ng/	'ng'	ʻn'	thi ng , thi n k		
/p/	ʻp'	ʻpp'	pit, pepper		
/qu/	ʻqu'		quit		
/r/	'r'	'rr,' 'wr,' 'rh'	red, squirrel, wrong, rhombus		
/s/	's'	'ss,' 'c,' 'sc,' 'st,' 'ce,' 'se'	sit, dress, city, science, whistle, prince, rinse		
/sh/	'sh'	'ss,''s,''ch,''ssi,''si,''ti,''ci'	ship, assure, sure, chef, session, tension, Martian, Grecian		
/t/	't'	'tt,' 'ed,' 'bt'	top, mitt, walked, doubt		
/th/	'th'		thin		
/th/	'th'	'the'	them, bathe		
/v/	'V'	've'	v et, val ve		
/w/	'w'	'wh'	w et, wh en		
/x/	'X'		ta x		
/y/	ʻy'		y es		
/z/	ʻz'	ʻzz'	z ip, bu zz		
/zh/	(none)	'ge,''j,''s'	gara ge , J acques, trea s ure		

Basic and Advanced Code: Vowels					
Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words		
/a/	ʻa'		cat		
/ae/	ʻa_e'	'a,' 'ai,' 'ay,' 'ei,' 'ey,' 'eigh,' 'ea,' 'aigh'	date, baby, rain, tray, vein, prey, eight, steak, straight		
/ar/	ʻar'		arm		
/aw/	'aw'	'au,' 'ough,' 'augh,' 'al'	paw, pause, ought, naughty, wall		
/e/	ʻe'	'ea,''ai,''ay,''a,''ie'	b e d, h ea d, s ai d, s ay s, m a ny, fr ie nd		
/ee/	'ee'	'e,' 'ea,' 'y,' 'e_e,' 'ey,' 'ie,' 'i,' 'ei'	bee, me, meat, bunny, scene, key, chief, variation, receive		
/er/	'er'	'ir,' 'ur,' 'or,' 'ar,' 'ear,' 'urr,' 'our'	her, fir, fur, work, dollar, earth, hurry, courage		
/i/	'i'	'y,''ui,''i_e'	sit, g y m, build, giv e		
/ie/	ʻi_e'	'i,' 'igh,' 'ie,' 'y,' 'y_e,' 'ye,' 'uy'	fine, find, high, pie, my, style, bye, guy		
/0/	'o'	ʻa,'ʻwa'	h o t, l a va, wa ter		
/oe/	'o_e'	'o,' 'oe,' 'ow,' 'oa'	rope, no, toe, snow, boat		
/oi/	ʻoi'	'oy'	oil, boy		
/00/	'oo'	'o_e,''u,''u_e,''ue,''ew,''o,' 'ou,''ui,''eu,''oe'	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe		
/00/	'oo'	ʻu,' ʻoul'	wood, put, could		
/ou/	'ou'	'ow,' 'ough'	out, now, bough		
/or/	'or'	'ore,' 'our,' 'oor,' 'oar,' 'ar'	for, bore, four, door, soar, award		
/u/	'u'	'o,' 'ou,' 'o_e,' 'e'	but, among, touch, come, the		
/ue/	ʻu_e'	'u,' 'ue,' 'ew'	cute, pupil, hue, few		
/ə/	ʻa'	'e'	a bout, d e bate		
/ə/+/ /	ʻal'	'le,' 'el,' 'ul,' 'il'	animal, apple, travel, 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.

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.

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 need additional help 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

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

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

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

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

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

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., $sun\cdot set$). 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., $cat \cdot fish$, $cup \cdot cake$, $pea \cdot nut$, $drive \cdot way$). 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., $yawn \cdot ing$, $hunt \cdot er$, $bust \cdot ed$). 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. $batt \cdot ed$, $bigg \cdot er$, $bunn \cdot y$). 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 $batt \cdot ed$ or $bat \cdot ted$.) 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.

Foundational Skills 1

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, root, 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, stam-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:

magnet

mag

net

magnet

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:

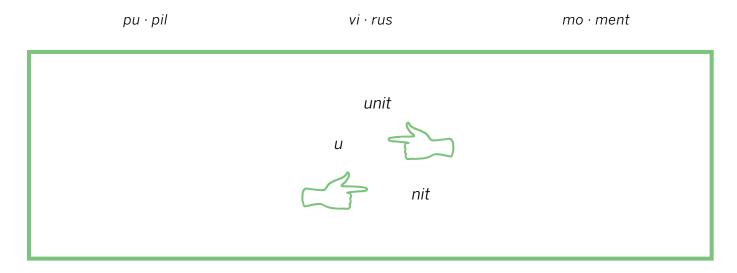
 $tar \cdot get$ for $\cdot get$ es $\cdot cape$ ig $\cdot loo$ scoun $\cdot drel$ char $\cdot coal$

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

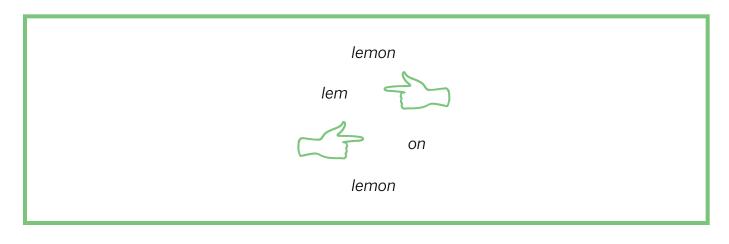
a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

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:



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.

 $ban \cdot gle$ $twin \cdot kle$ $sta \cdot ble$ $cra \cdot dle$ $tur \cdot tle$

simple
sim
ple
ple
simple

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:

 $a \cdot bout$ $de \cdot pos \cdot it$ $med \cdot al$ $e \cdot vil$ $nick \cdot el$ $lo \cdot tion$

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 1		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. 38, p. 44, p. 50, p. 56, p. 80, p. 86, p. 92, p. 96, p. 112, p. 116, p. 122, p. 127, p. 142, p. 147, p. 152, p. 158		
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 102, p. 107, p. 132, p. 138, p. 152, p. 155		
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, annunciation, and the conventions of language to communicate ideas effectively	p. 38, p. 44, p. 50, p. 56, p. 62, p. 67, p. 72, p. 77, p. 80, p. 86, p. 92, p. 96, p. 102, p. 107, p. 122, p. 127, p. 132, p. 138, p. 142, p. 147, p. 152, p. 158		
TEKS 3.1.D	work collaboratively with others, by following agreed-upon rules, norms, and protocols; and	p. 38, p. 44, p. 50, p. 53, p. 80, p. 83, p. 164, p. 167		
TEKS 3.1.E	develop social communication, such as conversing politely in all situations	p. 132, p. 138		
and writing. The s		ning, speaking, reading, writing, and thinking—beginning reading bugh phonological awareness, print concepts, phonics, and expected to:		
TEKS 3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns such as 'eigh,' 'ough,' and 'en;'			
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. 26, p. 31, p. 38, p. 41, p. 44, p. 50, p. 53, p. 56, p. 62, p. 65, p. 67, p. 72, p. 75, p. 77, p. 80, p. 83, p. 86, p. 92, p. 94, p. 96, p. 102, p. 105, p. 107, p. 112, p. 114, p. 116, p. 122, p. 125, p. 127, p. 164, p. 167, p. 172, p. 175		
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations;			
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	p. 32, p. 37, p. 132, p. 135, p. 138, p. 142, p. 145, p. 147, p. 152, p. 155, p. 158, p. 164, p. 167, p. 172, p. 175		
TEKS 3.2.A.v	decoding words using knowledge of prefixes;			
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			
TEKS 3.2.A.vii	identifying and reading high-frequency words	p. 38, p. 41, p. 50, p. 56, p. 62, p. 67, p. 80, p. 86, p. 92, p. 96, p.		

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Foundational Skills 1		Correlation—Teacher's Guide	
(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. 26, p. 30, p. 38, p. 41, p. 50, p. 53, p. 62, p. 65, p. 72, p. 75, p. 80, p. 83, p. 92, p. 96, p. 102, p. 105, p. 112, p. 114, p. 122, p. 125, p. 164, p. 167, p. 172, p. 175	
TEKS 3.2.B.ii	spelling homophones;		
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations;		
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;		
TEKS 3.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	p. 32, p. 35, p. 132, p. 135, p. 142, p. 145, p. 152, p. 155, p. 164, p. 167, p. 172, p. 175	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes; and		
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;		
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. 26, p. 30, p. 32, p. 35, p. 38, p. 41, p. 50, p. 53, p. 62, p. 65, p. 72, p. 75, p. 80, p. 83, p. 92, p. 96, p. 102, p. 105, p. 112, p. 114, p. 122, p. 125, p. 142, p. 145, p. 152, p. 155, p. 164, p. 167, p. 172, p. 175	
	nd sustaining foundational language skills: listen wly acquired vocabulary expressively. The studer	ning, speaking, reading, writing, and thinking—vocabulary. The nt is expected to:	
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;	p. 50, p. 56, p. 80, p. 86, p. 92, p. 96, p. 112, p. 116, p. 152, p. 158	
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	p. 38, p. 44, p. 50, p. 56, p. 62, p. 67, p. 80, p. 86, p. 92, p. 96, p. 112, p. 116, p. 122, p. 127, p. 142, p. 147, p. 152, p. 158	
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; and		
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.		
	nd sustaining foundational language skills: listen ade-level text with fluency and comprehension.	ning, speaking, reading, writing, and thinking—fluency. The The student is expected to:	
TEKS 3.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	p. 72, p. 77, p. 102, p. 107, p. 132, p. 138, p. 164, p. 169	
	nd sustaining foundational language skills: lister dent reads grade-appropriate texts independent	ning, speaking, reading, writing, and thinking—self-sustained ly. The student is expected to:	
TEKS 3.5	self-select text and read independently for a sustained period of time.	p. 164, p. 167, p. 172, p. 177	

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Foundational Skills 1 Correlation—Teacher's Guide (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 p. 53, p. 66, p. 78, p. 135, p. 155 employ self-corrective techniques or other resources; ELPS 1.C use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and gradelevel vocabulary: 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); 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: ELPS 1.F use accessible language and learn new and essential language in the process; demonstrate an increasing ability to distinguish ELPS 1.G between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; 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: FLPS 2 A distinguish sounds and intonation patterns of English p. 41, p. 118 with increasing ease; ELPS 2.B recognize elements of the English sound system in p. 41 newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters: 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

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classroom instruction and interactions and seek

clarification as needed;

Foundationa	l Skills 1	Correlation—Teacher's Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	p. 115, p. 125, p. 135, p. 155
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;	p. 146
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;	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and	
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.	
awareness of dif arts and all cont acquisition in sp curriculum, all ir	ular second language acquisition/speaking. The ELL speak ferent language registers (formal/informal) using vocabul ent areas. ELLs may be at the beginning, intermediate, adveaking. In order for the ELL to meet grade-level learning existruction delivered in English must be linguistically acconwith the student's level of English language proficiency. The	ary with increasing fluency and accuracy in language vanced, or advanced high stage of English language expectations across the foundation and enrichment amodated (communicated, sequenced, and scaffolded)
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;	
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;	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	
ELPS 3.E	share information in cooperative learning interactions;	
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;	

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Foundationa	al Skills 1	Correlation—Teacher's Guide
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;	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes; and	
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.	
increasing level high stage of Er foundation and sequenced, and	cular second language acquisition/reading. The ELL reads a of comprehension in all content areas. ELLs may be at the aglish language acquisition in reading. In order for the ELL tenrichment curriculum, all instruction delivered in English I scaffolded) commensurate with the student's level of Eng se student expectations apply to text read aloud for studented to:	beginning, intermediate, advanced, or advanced to meet grade-level learning expectations across the must be linguistically accommodated (communicated, dish language proficiency. For Kindergarten and Grade
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 soundletter relationships and identifying cognates, affixes, roots, and base words;	p. 76, p. 83, p. 95, p. 105
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;	
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. 44, p. 99, p. 138
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. 58, p. 67, p. 88, p. 109, p. 118, p. 128, p. 148
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	p. 168, p. 177

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Foundationa	l Skills 1	Correlation—Teacher's Guide
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. 160
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. 168
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 gradelevel needs.	
effectively addre or advanced high across foundatio (communicated, Kindergarten and	ular second language acquisition/writing. The ELL writes in as a specific purpose and audience in all content areas. Ele stage of English language acquisition in writing. In order on and enrichment curriculum, all instruction delivered in lessequenced, and scaffolded) commensurate with the studed Grade 1, certain of these student expectations do not appeal written text using a standard writing system. The student	LLs may be at the beginning, intermediate, advanced, for the ELL to meet grade-level learning expectations English must be linguistically accommodated ent's level of English language proficiency. For ply until the student has reached the stage of
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	p. 44
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;	
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;	
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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