

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 2

Teacher Guide

EDITION 1

Grade 3

Foundational Skills 2

Teacher Guide

Acknowledgement:

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

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

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Introduction

UNIT OVERVIEW

Unit 2 builds on the previous unit and introduces several new skills and concepts that students will revisit or build upon in later units. This unit begins with a continuation of their learning about the VCV syllable division pattern, shifting from the VC/V pattern and closed syllables explored in Unit 1 to the V/CV pattern and open syllables. The focus of the unit then transitions to using context to determine the meaning of multiple-meaning words, followed by a deeper look at multisyllabic words with open syllables. The unit ends with students' first interaction with affixes in Grade 3 as they identify the meaning and use of words with the *-ed* and *-ing* suffixes. As students work with the unit's Reader, these skills are underscored and solidified through word choices in the text, allowing them to see and engage with these foundational skills in action.

Students will first work on encoding and decoding multisyllabic words that follow the V/CV pattern and thus have open syllables. Breaking down words into syllables and understanding syllable patterns is particularly helpful to early readers and language learners as they learn how to decode, spell, and pronounce words and simultaneously build their language awareness, reading comprehension, and fluency.

Students will next examine multiple-meaning words and how to use the context in which they are used to understand which meaning is correct. Learning how to understand these words' meanings in context is a critical thinking skill that not only enhances reading comprehension but also builds competency toward vocabulary development and language proficiency that will benefit them as developing readers, writers, and speakers.

Finally, students are introduced to affixes with the *-ed* and *-ing* suffixes, building on earlier work in the unit with the V/CV pattern and with decoding and encoding multisyllabic words. Students learn introductory rules about adding suffixes that will benefit them as they delve deeper into many more suffixes in later units.

TRICKY SPELLINGS

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called "tricky spellings." This concept was previewed by students in previous years; it is not an introductory concept. In Unit 2, instruction focuses on spelling words with the *-ed* and *-ing* affixes.

Tricky Words and High-Frequency Words

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

The Tricky Words taught in this unit are:

- Lesson 1 - *engine, curious*
- Lesson 6 - *dangerous*
- Lesson 11 - *leopard, camouflage*
- Lesson 12 - *territorial*
- Lesson 13 - *favorite, successful*

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. The selection of these words was based on their prevalence within the unit Reader, and instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Readers.

The curriculum includes a structured approach for teaching high-frequency words, starting with the introduction of 8–12 keywords at the beginning of each unit, selected for their relevance and frequency in the unit's text. Words are introduced using phonetic sounding and Spelling Cards for decoding. Throughout the unit, these words are reviewed in various contexts, including through decode/encode games and fluency checkpoints to assess automaticity and fluency. This ensures that students engage with the words multiple times, enhancing their reading skills and confidence.

The high-frequency words taught in this unit are:

- Lesson 1 - *talk, walk, head*
- Lesson 2 - *eyes, book*
- Lesson 3 - *being, run*
- Lesson 6 - *drink, long*
- Lesson 9 - *much*
- Lesson 12 - *group*

READER: A TALK WITH ANIMALS

The Unit 2 Reader tells the story of Annie, who, along with her family, embarks on a safari to explore the vast savanna. Along the way, Annie learns about the terrain and the creatures who live there through the animals she meets—and talks to! She first encounters an ostrich named Olivia, who tells Annie about these huge birds' unique traits and the challenges of being a baby ostrich. The family then encounters a riverbank teeming with animals, where the guide warns of the hidden danger—crocodiles—and where Annie's alertness saves some zebras from a crocodile. Annie learns about crocodile habits, their swimming abilities, and the tension between crocodiles and other animals as Cooper the crocodile shares insights into his species. As they move into the forest, Annie encounters Lenny, a leopard with unique spots, who shares leopard behaviors with the girl, including their camouflage techniques, use of their powerful hind legs for hunting, and the importance of climbing trees for safety. Back home, Annie reflects on the unforgettable safari experiences and shares her adventure with her friends through a slideshow that highlights the beauty and excitement of the safari and the lessons she learned about wildlife, survival, and the importance of understanding and respecting nature.

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 2 ASSESSMENT

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick Checks for Understanding to evaluate classroom performance as a whole are also designated in each lesson. Fluency practice takes place regularly throughout the unit.

Records for recording student performance in an Anecdotal Reading Record, Grade 3 Foundational Skills Record, Grade 3 Fluency Record, and Grade 3 End-of-Year Summary are included in the Teacher Resources.

Student Performance Assessment

In Lessons 14 and 15, you will be prompted to administer a multipart end-of-unit assessment. In the first part, you will work one-on-one with students to complete the Fluency Assessment. Students will engage in a review activity while awaiting their turn for the assessment. The Reading and Spelling portions of the assessment take 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.

PAUSING POINT

An extensive listing of additional activities to teach and practice Unit 2 skills can be found in the Pausing Point section included after the last lesson. It is strongly recommended that you pause for one day and provide targeted review for individuals or groups of students in any areas in which they had significant gaps on the end-of-unit assessment.

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. In the Pausing Point, activity pages are provided. You may wish to reproduce the handwriting pages and use them for morning or seat work.

FLUENCY SUPPLEMENT

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

TEACHER RESOURCES

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

- Grade 3 Individual Code Chart
- Tricky Word Assessment (optional)
- Tricky Word List
- Additional Support Activity Pages

- Activity Book Answer Key
- Anecdotal Reading Record—Unit 2
- Grade 3 Foundational Skills Record
- Grade 3 Fluency Record
- Grade 3 End-of-Year Summary
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 3 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ADDITIONAL MATERIALS NEEDED IN UNIT 2

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 2. 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:

- 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. (1)
- whiteboards (3)
- dry erase markers (3)
- notebook paper and sticky notes
- whisper phones or stuffed animals (8)
- stopwatch or timer (14)
- recreational reading options (14)
- colored pencils (15)

REVIEW

VC/V and Introduce V/CV Syllable Division Patterns

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will follow, restate, and give oral instructions that involve reading and spelling words that follow a VCV syllable division pattern. **TEKS 3.1.B**

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

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

Reading

Students will read Chapter 1 of *A Talk with Animals* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read words that follow a VCV syllable division pattern. **TEKS 3.1.C**

Students will read and pronounce the Tricky Words *engine* and *curious* and high-frequency words *talk*, *walk*, and *head*. **TEKS 3.1.C; TEKS 3.2.A.vii**

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

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

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.B** Follow, restate, and give oral instruction that involves 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 3.2.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) identifying and reading high-frequency words from a research-based list; **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 3.3.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 with multiple-meaning words.

FORMATIVE ASSESSMENT

Activity Page 1.1



Listen for the Pattern

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

Activity Page 1.2



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			
Review VC/V and Introduce the V/CV Syllable Pattern	Whole Group	10 min.	<input type="checkbox"/> Spelling Cards for /a/ >'a' (<i>hat</i>), /ae/ >'a' (<i>paper</i>), /i/ >'i' (<i>it</i>), and /ie/ >'i' (<i>biting</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> VCV Syllable Patterns (TR 1.1) <input type="checkbox"/> VCV Syllable Patterns (Digital Component 1.1)
Practice with Listen for the Pattern	Whole Group, Small Group	5 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.1 (Digital Component 1.2) <input type="checkbox"/> Anecdotal Reading Record
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 1–7)
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Anecdotal Reading Record



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.B** Follow, restate, and give oral instruction that involves 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 3.2.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) identifying and reading high-frequency words from a research-based list; **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 3.3.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 with multiple-meaning words.

ADVANCE PREPARATION

Note to Teacher

Unit 2 focuses on the V/CV syllable division pattern and open syllables; however, this lesson reviews the VC/V syllable pattern and requires students to differentiate between the two patterns during the Foundational Skills portion of the lesson. The Reading portion of the lesson focuses solely on the V/CV pattern.

Foundational Skills

- Predetermine partners for the Listen for the Pattern activity.

> Digital Component 1.1

- Create an enlarged version of VCV Syllable Patterns, or prepare to display the digital version.
- Have VCV Syllable Patterns document (TR 1.1) available for students to reference.

> Digital Component 1.2

- Create an enlarged version of Activity Page 1.1, 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 to easily find vocabulary terms: *savanna*, *revealed*, and *spyglass*. Display vocabulary on the board for students to decode.
- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.

Universal Access

- Gather manipulatives like blocks or counters to represent syllables.
- Prepare word cards with three-syllable words such as *saxophone*, *negative*, and *gravity*.
- Prepare a list of vocabulary words with CVC syllables patterns for students.
- Prepare a list of words with VCV and non-VCV syllable patterns.
- Prepare a set of initial and final syllable cards.

- Find and provide visuals to illustrate the emotions in the story such as scared, glad, relaxed and surprised.
- Find and provide a picture of an ostrich.
- Prepare sentence frames to provide to students:
 - The ostrich has ____.
 - Some key events in the story are _____.
- Provide a graphic organizer for students to take notes on.

Start Lesson

Lesson 1: Review VC/V and Introduce V/CV Syllable Division Patterns

Foundational Skills

15M

Primary Focus: Students will follow, restate, and give oral instructions that involve reading and spelling words that follow a VCV syllable division pattern. **TEKS 3.1.B**

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

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

REVIEW VC/V AND INTRODUCE THE V/CV SYLLABLE PATTERN (10 MIN.)

- Ask students to recall what type of syllable they focused on in the previous unit (closed syllables; single short vowel between (closed in) two consonant or consonant digraphs).
- Explain that in this unit, students will be adding to their understanding of syllables by looking at open syllables: syllables with a long vowel sound. In these words, the syllables are divided differently.
- Write the words *cabin* and *tiger* on the board in cursive, modeling proper letter formation. Invite students to write the words in cursive in the air with their index finger.
- Prompt students to turn to a partner and identify the vowels in each word. Invite students to share their answers. Underline the vowels ('a' and 'i' in *cabin*; 'i' and 'e' in *tiger*).
- Invite a student to the board. Direct the student to point to the letter 'b' in *cabin* and the letter 'g' in *tiger*.

TEKS 3.1.B Follow, restate, and give oral instruction that involves a series of related sequences of actions; **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words.

- Ask: What do you notice about the location of the consonants in the words?
(Both 'b' and 'g' are located between two vowels.)
- Label each word with the VCV syllable pattern. Have students spell each word aloud, stomping their feet for the vowels (Vs) and tapping the top of their desk for the consonants (Cs) that represent the VCV pattern in each word.
- Display VCV Syllable Patterns (Digital Component 1.1 or TR 1.1), and read the rules and examples aloud to students to clarify the differences between the VC/V and V/CV syllable division patterns.
- Have students repeat the VCV Syllable Pattern rules to a turn and talk partner in their own words.
- Explain that these rules can also be used when figuring out how to pronounce a word.
- Model this routine: Clap the syllables to *cabin* aloud.
- Write the word *cabin* on the board and mark the syllables you hear by using a slash mark. It should look something like this: *cab/in*.
- Examine the syllables for patterns you recognize: *cab* = CVC (the medial vowel should make a short a sound); *in* = VC (the vowel makes the short i sound)
- Say the word, keeping the syllable rules in mind. *Cab-in*. (*Cab-in* is VC/V closed syllable word)
- Guided practice with the same routine but different words for students to practice with: Say the word *tiger*.
- Prompt students to repeat and clap the syllables.
- Write the word *tiger* on the board.
- Have a student come up and mark the word by dividing into syllables *ti/ger*. Read the word. *Ti-ger* (*Ti-ger* is a V/CV open syllable word)
- Display Digital Component 1.2 and have students open to Activity Page 1.1. Focus students' attention on the top section, questions 1 and 2.
- For additional guided practice, direct students to work with a partner and use the same process they just practiced with the words *savanna* and *revealed*.
- Circulate and monitor, providing corrective feedback such as, "Don't forget to use the vowels and consonants to help break the word into syllables."



Foundational Skills

Foundational Literacy Skills

Beginning

Provide a list of words and pronounce each word clearly, emphasizing the VCV syllable pattern. Have students listen to your pronunciation and then categorize them into VCV or non-VCV patterns on a T chart.

Intermediate

Group students and provide a set of initial and final syllable cards. Briefly demonstrate how to create words using the provided materials. Have students select an initial syllable card, combine it with various final syllables to form words and write their creations.

Advanced/Advanced High

Provide a list of vocabulary words with VCV syllable patterns. Have students add five more words to the list, ensuring they follow the VCV pattern. Pair students and have them discuss the rationale behind selecting the words they added to the list.

ELPS 2.A; ELPS 2.B

Activity Page 1.1



Challenge

Provide students with three-syllable words such as *saxophone*, *negative*, and *gravity* and ask them to find the VCV patterns in each.

Support

Use manipulatives like blocks or counters to represent syllables, which can help tactile learners grasp the VCV syllabication patterns more easily.

PRACTICE WITH LISTEN FOR THE PATTERN (5 MIN.)

- Focus students' attention on questions 3 and 4 of Activity Page 1.1.
- 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.
 - Recite the words *visited* and *refocusing*.
 - Circulate and monitor students' proper cursive letter formation. Provide feedback and assistance as students encode multisyllabic words accurately. Provide immediate and corrective feedback such as, "Check that your loops and tails are formed smoothly and connect to the next letter."
 - Direct students to label the VCV pattern and independently mark the appropriate syllable division.
 - Focus students on question 5. Dictate the words *lemon* and *taken*. Direct students to use the words *lemon* and *taken* in an original sentence.
 - Remind them to write neatly in cursive, leaving space between words.
 - Direct students to label the VCV pattern and mark the appropriate syllable division for *lemon* and *taken* independently.
- Write the word *pilot* on the board. Explain that this word is in today's chapter and follows the V/CV syllable division pattern. Model for students how to decode this word.
 - Points to consider while decoding: The word has two syllables.
- Pronounce the word with the long vowel sound and the short vowel sound for the initial vowel 'i' to determine which pronunciation sounds like a known word.



Activity Page 1.1: Listen for the Pattern

Collect Activity Page 1.1, focusing on questions 3–5, and assess students' ability to read and spell words that follow a VCV syllable division pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 1: Review VC/V and Introduce V/CV Syllable Division Patterns

Reading

15M

Primary Focus: Students will read Chapter 1 of *A Talk with Animals* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read words that follow a VCV syllable division pattern. **TEKS 3.1.C; TEKS 3.2.A.iv**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read and pronounce the Tricky Words *engine* and *curious* and high-frequency words *talk*, *walk*, and *head*. **TEKS 3.1.C; 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 A TALK WITH ANIMALS (10 MIN.)

- Explain that today students will read *A Talk with Animals*, their new Unit 2 Reader.
- 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.

savanna, n., a big, open area of land covered mostly with grass and a few scattered trees

Example: Elephants love to roam across the savanna, munching on grass and finding waterholes to drink from.

revealed, v., showing something that was hidden or kept secret

Example: When she opened the treasure chest, the shiny gold coins inside were revealed.

Reader



Pages 1–6

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) 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 with multiple-meaning words.

spyglass, n., a type of small telescope that you can hold in your hand
 Example: She peered through her spyglass and spotted a dolphin jumping out of the water in the distance.

- 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.
- 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 “Olivia the Ostrich”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	savanna spyglass	revealed	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Display this lesson’s vocabulary words: *savanna*, *revealed* and *spyglass*.
- Ask students to speak coherently and share what they know about these words with a partner. Define unknown words.
- Ask students, based on these vocabulary words, what do they predict this text will be about?
- Explain that *A Talk with Animals* 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 three high-frequency words: *talk*, *walk*, and *head*.
- Focus students on the word *talk* in the title of the Reader. Circle the ‘a,’ and point out that it comes before the letter ‘l’. Remind students that when ‘a’ comes right before ‘l’ within a word, the ‘a’ makes the /aw/ sound. Say the sound /t/ /aw/ aloud while running your fingers below the letters *ta*.

- Underline the letters *lk*. Remind them that they may have learned that *lk* is a final blend; both 'l' and 'k' make their own sounds, but when next to each other they blend together. Say the sound /l/ /k/ aloud while running your fingers below the letters *lk*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /t/ /aw/ /k/. For additional support, display the Spelling Cards for each sound.
- Focus students on the word *walk*. Point out that *walk* follows the same pattern as *talk*.
- Focus students on the word *head*. Underline the vowel team *ea*. Remind students that with some exceptions, the vowel team *ea* can make different sounds: /ee/ as in *beach* or /e/ as in *bread*.
- 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.
- Ask: What do we call words that do not play by the rules? (*Tricky Words*) Why are they called Tricky Words? (*Because they are not pronounced and spelled as expected*).
- Display the Tricky Words *engine* and *curious*.
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
 - Tricky Word: *engine* (explain that the split digraph i_e is pronounced /ĩ/)
 - Tricky Word: *curious* (explain that the letter 'i' is pronounced /ē/)
- Direct students to turn to his or her partner, assign one word to each partner, and have each use their assigned word in a sentence.
- Focus students the first section of Chapter 1, starting on page 1.
- Explain that readers can warm up for reading just as athletes warm up before playing a sport. Display the following sentences adapted from the Reader:
 - The pilot waved.
 - Annie stopped.
 - The ride had been scary.
 - She heard every sound.
 - Annie put her hand over her ears.



Reading

Reading/Viewing Closely

Beginning

Provide visuals to illustrate the emotions in the story such as scared, glad, relaxed, surprised. Ask students to act them out and draw corresponding pictures. Encourage students to share with a partner, paying attention to the correct pronunciation.

Intermediate

Display a picture of an ostrich and ask students, 'What do you already know about ostriches?' Collaboratively describe the ostrich in the picture using the sentence frame: 'The ostrich has ____.' Following this, pair students and have them discuss what they find surprising about the ostrich in the Reader.

Advanced/Advanced High

Provide a graphic organizer and have students take notes to retell what they have learned from the story *A Talk with Animals*. Have students share with a partner using the sentence stem:

'Some key events in the story are ____.'

ELPS 4.G

- Explain to students that they will read some short sentences as a warm-up for reading longer, more complex sentences
- Direct students to hold their hand in front of their mouth, cupping it to direct the sound back to themselves. Instruct them to read each sentence aloud three times to themselves, practicing their intonation (the rise and fall of their voice) to improve fluency each time.
- Refocus the class. Chorally read the first two paragraphs of the Reader on page 1, Point out that these paragraphs contained many of the phrases from the warmup sentences.
- Direct students to read the next two paragraphs on page 2 aloud into their hands, Chorally read the two paragraphs as a class.
- Move students into small groups. Direct them to take turns reading each paragraph aloud to their group. Read pages 3–7. Encourage them to use the strategies of choosing phrases from the text to use as warmups or reading into their hand as needed.
- Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.
- Conduct a brief discussion about the different words and phrases in the chart.
- Use strategic prompts to check for comprehension and 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. Remind students to speak at an appropriate rate and volume while maintaining eye contact. Example prompts include:
 1. **Inferential.** What do Annie's thoughts and actions at the beginning of the story show about how she felt about the plane ride? (*She thought it was scary; she shook her head, she put her hands over her ears, she was glad to be back on the ground.*)
 2. **Inferential.** Based on what you have read so far, what can you infer about Annie? (*she is nervous about flying, she is excited about the trip, she is looking forward to seeing animals*)
 3. **Literal.** What words from the text show that Annie feels small next to the ostrich? (*Her mouth dropped open as she saw one of the birds; she felt like a tiny rodent next to a huge human.*)
 4. **Evaluative.** What is the most likely reason Annie is amused by the birds? (*They have a big body, covered in feathers, and they are very large.*)

- Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed:
 - Annie's thoughts and actions at the beginning of the story show....
 - I can infer that....
 - Words like ____ and ____ show that Annie feels small next to the ostrich.
 - Annie is most likely amused by the birds because....
- 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.)

- Ask students to open Activity Page 1.2.
- Instruct students to read the following sentence and identify the V/CV open syllable word.
- Direct students to the lines below. Ask students to write a sentence using the identified word describing how Annie feels. Then have students answer the question.
- Remind students to write neatly in cursive, leaving space between words.

Activity Page 1.2



Activity Page 1.2: Exit Ticket

Collect Activity Page 1.2 to assess students' ability to identify the V/CV pattern in words from context and use them in a sentence demonstrating their comprehension of the text. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 1: Differentiated Instruction

Additional Support

MORE HELP WITH V/CV WORDS

Provide the following activities for students to work with V/CV words to recognize this pattern:

- Write several V/CV words on index cards.
 - Have students highlight the vowels in one color and the consonants in another color.
 - Direct students to use scissors to cut the word where the syllable division would occur.
 - Additional V/CV words include *unit, open, humor, lazy, recess, student, musical, photograph, and studious*.
-

DECODE AND SPELL WORDS

Using the V/CV Syllable Division Pattern

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will follow, restate, and give oral instructions that involve reading and spelling words that follow a VCV syllable division pattern. **TEKS 3.1.B**
- Students will read and spell words that follow a VCV syllable division pattern. **TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

Reading

- Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**
- Students will decode words that follow a VCV syllable division pattern. **TEKS 3.1.C**
- Students will identify and read high-frequency words eyes and book. **TEKS 3.2.A.vii**
- Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**
- Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 2.1

Listen for the Pattern

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

- TEKS 3.1.B** Follow, restate, and give oral instruction that involves a series of related sequences of actions; **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) identifying and reading high-frequency words from a research-based list; **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 3.1.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.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 with multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review the V/CV Syllable Pattern	Whole Group	5 min.	<input type="checkbox"/> VCV Syllable Patterns (Digital Component 1.1) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Cards for /a/ > 'a' (<i>hat</i>) and /ae/ > 'a' (<i>paper</i>)
Practice with Listen for the Pattern	Whole Group/ Small Group	10 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>A Talk with Animals</i>	Whole Group	15 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 7–15)
Take-Home Material			
Open Syllables			<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

> Digital Component 1.1

- Gather and prepare to display VCV Syllable Patterns from Unit 2, Lesson 1.
- Predetermine partners for the Listen for the Pattern activity.

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: *predator* and *keen*. Display vocabulary on the board for students to decode.
- 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
- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2)
- Use these stems to share feedback with your reading partner:
 - You did a great job when you _____.
 - I like how you _____.
 - I liked it when you _____.
 - You corrected yourself when _____.
 - The best part of your reading was when you _____.
- 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.

Universal Access

- Encourage students to cover the rows of Activity Page 2.1 and unveil one row at a time to decrease visual distraction.
- To support students V/CV syllable division pattern, write words on index cards.
- Prepare a word bank of lesson words.
- Prepare a list of syllables.
- Find and provide an image of an ostrich.

Lesson 2: Decode and Spell Words Using the V/CV Syllable Division Pattern

Foundational Skills

15M

Primary Focus: Students will follow, restate, and give oral instructions that involve reading and spelling words that follow a VCV syllable division pattern. **TEKS 3.1.B**

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

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

Support

REVIEW THE V/CV SYLLABLE PATTERN (5 MIN.)

Provide each of the focus words on index cards. Have students read the word, identify the V/CV pattern, clap the syllables, and then cut the word between the syllables.

- Prior to beginning the lesson, ask students: What pattern did we learn in our previous lesson? What syllable division rule did we apply to the word *cabin*?
- Display VCV Syllable Patterns (Digital Component 1.1) and review the patterns.
- Write the word *raven* on the board in cursive, modeling the proper letter formation. Invite students to write the word in the air using their index finger. Provide the definition of raven to support students: “a large, shiny, black bird”.
- Invite a student to the board to identify the vowels in *raven*. Have the student underline the vowels (‘a’ and ‘e’).
- Point to the consonant ‘v’. Ask: “What do you notice about the location of the consonant?” (*The consonant ‘v’ is located between two vowels.*)
- Label *raven* with the VCV syllable pattern.
- Have students spell *raven* aloud, stomping their feet for the vowels (Vs) and tapping the top of their desk for the consonants (Cs) that represent the VCV pattern in the word.
- Clarify that *raven* has two vowel sounds, so the word has two syllables.
- Repeat these steps with words *myself* and *regal*.
 1. Write the word on a whiteboard or in the air.
 2. Say the word aloud and provide a definition for the word.
 3. Identify the vowels and consonants.

TEKS 3.1.B Follow, restate, and give oral instruction that involves a series of related sequences of actions; **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

4. Label the word with a syllable pattern.
 5. Spell aloud, stomping feet for vowels and tapping the desk for consonants.
 6. Count how many syllables by clapping it out.
- Have students restate the steps and practice with the words *myself* and *regal*.
 - Points to remember while decoding: The word has two syllables.
 - Pronounce the 'o' with its short sound and its long sound to determine which version of the word sounds like a known word.
 - Clap the syllables to *raven* aloud.
 - Second, write the word *raven* on the board and mark the syllables you hear by using a slash mark. It should look like *ra/ven*.
 - Examine the syllables for patterns you recognize:
 - ra* = CV (the vowel at the end of the open syllable should make a long a sound)
 - ven* = CVC (the medial vowel should make a short e sound)
 Say the word, keeping the syllable rules in mind. *Ra-ven*. Display and have students open to Activity Page 2.1. Focus students' attention on the top section, questions 1 and 2.
 - Direct students to work with a partner and use the same process they just practiced with the words *apex* and *viruses*. Remind students to refer to their Individual Code Chart such as, "Don't forget to use the vowels and consonants to help break the word into syllables."
 - Prompt students to chorally spell *apex* and *viruses*. Encourage students to use the stomping and tapping method established earlier in the lesson, stomping their feet for the vowels (Vs) and tapping the top of their desk for the consonants (Cs) that represent the VCV pattern in each word.

PRACTICE WITH LISTEN FOR THE PATTERN (10 MIN.)

- Focus students' attention on questions 3–5 of Activity Page 2.1.
- Explain that they will listen as you say each word once, then listen again and write the word on the line. Direct students to write each word in cursive.
- Recite the words *icon*, *music*, and *legendary*.
- Circulate and monitor students' cursive writing, providing feedback on 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 'i'! I like how you carefully traced the slant back toward the bottom line before curving back upwards."

Challenge

Invite students to find VCV patterns in the lyrics of their favorite school-appropriate song.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Beginning

Provide students with a word bank of lesson words. Have students fill in a 2-column chart, listening to the teacher say each word, and sorting by long and short vowel sounds.

Intermediate

In pairs, have students orally say sentences using the words from the Listen to the Pattern activity.

Advanced/Advanced High

Provide a list of syllables. In small groups, have students pick two syllables and orally try to make a word. Have them pronounce their new word using long and short vowel sound rules.

ELPS 3.A

Activity Page 2.1



- Direct students to label the VCV pattern and mark the appropriate syllable division independently.
- Stop on question 6. Ask students to use the word *hotel* in an original sentence that ends in either an exclamation point or a question mark.
- Remind them to write neatly in cursive, leaving space between words.
- Invite students to share their original sentences with the class to reinforce oral language and to serve as a model for other students.

Challenge

Provide students with a list of three-syllable words with the V/CV syllable division pattern and challenge them to decode the words.



Activity Page 2.1: Listen for the Pattern

Collect Activity Page 2.1, focusing on questions 3–6, and assess students' ability to read and spell words that follow a V/CV syllable division pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 2: Decode and Spell Words Using the V/CV Syllable Division Pattern

Reading

15M

Primary Focus: Students will read words that follow a VCV syllable division pattern. **TEKS 3.2.A.iv**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will decode words that follow a VCV syllable division pattern. **TEKS 3.1.C; TEKS 3.2.A.iv**

Students will identify and read high-frequency words *eyes* and *book*. **TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.2.A.iv; TEKS 3.3.A**

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

READ A TALK WITH ANIMALS (15 MIN.)

- Prompt students to review what they have read by doing a Turn and Talk: Discuss what you have read so far in *A Talk with Animals*. Make predictions about what could happen in the story. Use the text to coherently support these predictions.
- Explain that today students will continue reading Chapter 1 of *A Talk with Animals*, “Olivia the Ostrich,” starting on page 7.
- Ask students to recall one main event that happened in the reader from the previous lesson.
- Prompt students to turn and talk to explain why the setting is important to the story. (*the savanna is important because this the story is about animals that live in this environment and provides a way for the character to learn about them.*)
- Prompt students to turn and talk: Describe the setting of the Reader. (*in a savanna with flat land, low grasses, and wild animals like lions and zebras.*)

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) 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 with multiple-meaning words.

Reader



Pages 7–15

- 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 and divide the words into syllables. Go over the correct pronunciation of each word.

predator, n., an animal that naturally preys on others

Example: The owl, a silent predator, swooped down in the night to catch a mouse with its sharp talons.

keen

1. adj., enthusiastic or eager

Example: She was keen to learn how to play the piano, practicing for hours every day.

2. adj., sharp intellect

Example: His keen understanding of animals allows him to know what they need for survival.

- 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 keen will be explored in depth during the close of the reading 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 “Olivia the Ostrich”

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

- Display this lesson’s vocabulary words: *predator* and keen.
- Ask students to share what they know about these words with a partner. Define unknown words.

- Ask students, based on these vocabulary words, what do they predict this text will be about?
- 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.
- Display this lesson's high-frequency words: *eyes* and *book*.
- Focus on the word *eyes*. Point out that this is a plural noun and that the singular is *eye*. This is an irregular word; it is not written as it sounds, so we need to use our memory to remember its spelling.
- Provide students with whiteboards and dry erase markers, and have them write the word twice while saying e-y-e in unison. Explain that repeatedly practicing with reading and writing a word is one way we learn to quickly recognize that word.
- Direct students to erase their whiteboards. Write the word *eyes* twice while spelling it aloud by memory.
- Focus on the word *book*. Underline the vowel team *oo*. Remind students that the vowel team *oo* can make different sounds: /oo/ as in *look* or /ōō/ as in *soon*.
- Blend the sounds aloud for each possible pronunciation as students listen, running your fingers underneath the letters each time: /b/ /oo/ /k/, /b/ /ōō/ /k/. For additional support, display the Spelling Cards for each sound. Confirm that the correct pronunciation is /b/ /oo/ /k/.
- Write the word *moment* on the board. Explain that this word is in today's chapter and contains the V/CV syllable division pattern. Model for students how to decode this word.
- Focus the class on the next section of Chapter 1, starting on page 7.
- Direct students to scan this section of the text and notice the punctuation. Explain that punctuation marks give clues about how a text should be read. Clarify that when a sentence ends with a question mark, their voices should go up to indicate that they are asking a question. When a sentence ends in an exclamation mark, they should read the sentence with strong emotion. When a sentence ends in a period, their voice should go down at the end.
- Read aloud each of the following sentences from the Reader with expression, and direct students to echo you:
 - "I am sorry for saying you look funny, but I have never seen a bird like you."
 - "Will you talk with me so I can learn more about you?"

- “What a great moment! I cannot wait to learn more about ostriches!”
- Return to the beginning of the assigned section of the Reader. Direct students to choral read the last three paragraphs on page 7.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, pages 8-15
- Model reading and pausing at the punctuation marks.
- Direct reading partners to read and pause appropriately at punctuation marks like commas, periods, exclamation marks, etc.
- Make notes regarding students ability to decode multisyllabic words and fluency with regard to pausing at punctuation marks.
- Remind students how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. When reading or discussing the Reader, remind students to speak at an appropriate rate and volume while maintaining eye contact.
- Use strategic prompts to check for comprehension and for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
 1. **Literal.** What does the reader learn about Olivia from the first paragraph on page 8? (*Olivia the ostrich is alone and not with a flock.*)
 2. **Inferential.** How did the ostriches' traits enable them to escape the lion's hunt? (*She can outrun the lion with her speed. Her sharp eyes and keen hearing allow her to spot predators.*)
 3. **Inferential.** What words in the text help you understand the meaning of the word *traits*? (*“sharp eyes,” “keen hearing,” “muscular legs”*)
 4. **Evaluative.** Why do you think Olivia reacted defensively when Annie questioned why ostriches have feathers if they cannot fly? (*Because she wanted Annie to understand that feathers are used for more than flying. Ostriches use them for running.*)
- Ensure students speak coherently and draw evidence from the text to support their responses.
 - From the first paragraph, I learned that Olivia . . .
 - According to the text, the ostriches . . .
 - On page ____, the word *traits* means . . .

- I believe that Olivia reacted defensively because....
- After reading the story, prompt students to discuss how punctuation affected the way they read the text, their answers to the comprehension questions, and share any words they may have gotten stuck on while reading.
- Offer students the following discussion sentence stems:
 - When I saw _____(punctuation mark), I made my voice sound _____.
 - I got stuck on _____ word, I figured it out by _____.



Check for Understanding

Circulate to listen to as many partner pairs as possible. As you listen to students read *A Talk with Animals*, make notes regarding the ability to read multisyllabic words and using punctuation marks as a guide to pause appropriately.

End Lesson



Lesson 2: Decode and Spell Words Using the V/CV Syllable Division Pattern

Take-Home Material

- Have students take home Activity Page 2.2 to complete.

Lesson 2: Differentiated Instruction

Additional Support

DECODABLE WORDS AND SENTENCES

- Use the following words and sentences to extend the lesson. Have students mark the correct VCV syllable division pattern or label and divide the syllables as they did in Activity Page 2.1:

Decodable Words	
over	open
silent	baby
fever	lazy
diver	pilot
motor	friday

Decodable Sentences

1. After the major storm, the air felt humid.
2. I truly love to eat bacon!
3. Inches are a unit on a ruler.
4. A human and a pony can become friends.
5. The polo shirt was stylish.

DECODE AND SPELL WORDS

Using the V/CV Syllable Division Pattern

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will work together to read and spell words that follow a VCV syllable division pattern. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

Students will communicate politely while decoding words accurately and quickly.

TEKS 3.1.E

Reading

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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

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

Student will identify and read high-frequency words *being* and *run*. **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 3.1

Encode and Apply

TEKS 3.2.B.v; TEKS 3.2.D

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **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) identifying and reading high-frequency words from a research-based list; **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 3.1.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 with multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review the V/CV Syllable Pattern	Whole Group	5 min.	<input type="checkbox"/> whiteboards <input type="checkbox"/> dry erase markers
Play Two-Syllable Baseball	Whole Group	10 min.	<input type="checkbox"/> Two-Syllable Baseball Game Board (TR 3.1) <input type="checkbox"/> Two-Syllable Baseball Game Board (Digital Component 3.1) <input type="checkbox"/> Two-Syllable Baseball Word Cards (TR 3.2)
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 15–19) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Foundational Skills

- Gather whiteboards and dry erase markers. Each student should have their own.
- Predetermine the two teams for Two-Syllable Baseball.
- Copy and cut out the Two-Syllable Baseball Word Cards. (TR 3.2)

> Digital Component 3.1

- Create an enlarged version of the Two-Syllable Baseball Game Board, or prepare to display the digital version.
- Have copies of Two-Syllable Baseball Game Board (TR 3.1) available for students.

Reading

- Preview the section of the Reader that will be read during this lesson to identify the high-frequency words *being* and *run* in context and to review sentences to be read for modeling for fluency. Consider using sticky notes to mark this section.
- 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
- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2)
- Use these stems to share feedback with your reading partner:
 - You did a great job when you _____.
 - I like how you _____.
 - I liked it when you _____.
 - You corrected yourself when _____.
 - The best part of your reading was when you _____.
- 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.

Challenge

Invite students to look for VCV patterns names of their classmates.

**EMERGENT
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Foundational Skills

Foundational Literacy Skills

Beginning

Have students use letter tiles to build VCV words. Provide sentence frames such as “I can build the word _____” or “The letters for are _____.”

Intermediate

Have students make flashcards for VCV words and highlight the VCV pattern in each word. In pairs, have students take turns reading their flashcards aloud.

Advanced/Advanced High

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

ELPS 2.B; ELPS 5.B

Universal Access

- Provide a class list for students to reference as they look for VCV patterns in their classmates' names.
- Prepare examples of feathers (real or visuals).
- Prepare images of animals, some with feathers and some without.
- Gather letter tiles for students to manipulate and build VCV words.
- Prepare sentence frames to provide to students:
 - I can build the word ____.
 - The letters for ____ are ____.
- Prepare index cards and highlighters for students to use to make flashcards and practice highlighting the VCV pattern in each word.
- For additional support, provide sticky notes to students to help them take notes and determine the main events in the story.
- To challenge and differentiate, gather some texts that have similar characteristics to the Unit 2 Reader for students to compare.

Start Lesson

Lesson 3: Decode and Spell Words Using the V/CV Syllable Division Pattern

Foundational Skills

15M

Primary Focus: Students will work together to read and spell words that follow a VCV syllable division pattern. Students will communicate politely while decoding words accurately and quickly. **TEKS 3.1.D; TEKS 3.1.E; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

REVIEW THE V/CV SYLLABLE PATTERN (5 MIN.)

- Distribute a whiteboard and dry erase marker to each student.
- Write *student* on the board in cursive, modeling the proper letter formation. Ask students to write it on their whiteboard, reminding them to write in cursive.
- Prompt students to share where to separate the syllables of the word and draw a slash (/) to separate them. Check students' work by having them hold up their whiteboards.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Have students spell student aloud, stomping their feet for the vowels (Vs) and tapping the top of their desk for the consonants (Cs) that represent the VCV pattern in the word.
- Ask students to chorally read the word and clap the syllables.
- Repeat the process with the words hero and demand. Allow time for students to try spelling it on their whiteboard before displaying the correct spelling. Direct them to separate the syllables and label the VCV pattern. Instruct them to hold up their whiteboard when they are ready to have their work checked.
- Prompt students to spell hero and demand aloud, stomping their feet for the vowels (Vs) and tapping the top of their desk for the consonants (Cs) that represent the VCV pattern in the word.
- Ask students to chorally read each word and clap the syllables in each word.
- Have students Turn and Talk to a partner to collaborate about the meaning of each word, then use it in a sentence. Suggest the sentence starters: Hero means . . . Demand means . . .

PLAY TWO-SYLLABLE BASEBALL (10 MIN.)

- 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.
- Display Digital Component 3.1 or distribute copies of TR 3.1.
- 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. Remind teams to communicate politely with all other students while participating in the Baseball Syllable activity.
 - If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his team’s line while the next player comes forward to read the next card. If the second player reads the word correctly, draw a line from first to second base.
 - Play continues in this way, so that each time a player reads a word correctly, you draw a line to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team.
 - Play continues for the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
 - As in the actual game of baseball, any players “left on base” when a word is misread do not count or add to the score.

Challenge

Incorporate three-syllable and four-syllable words with the V/CV syllable division pattern into the word card list for Two-Syllable Baseball to challenge students.



Check for Understanding

As students participate in the Two-Syllable Baseball game, observe students' ability to decode words on the word cards accurately and quickly.

Lesson 3: Decode and Spell Words Using the V/CV Syllable Division Pattern

Reading

15M

Primary Focus: Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**



Students will read and spell words that follow a VCV syllable division pattern. **TEKS 3.1.C; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**



Students will identify and read high-frequency words *being* and *run*. **TEKS 3.2.A.vii**

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



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

Reader



Pages 15–19

READ A TALK WITH ANIMALS (10 MIN.).

- Explain that today students will continue reading Chapter 1 of *A Talk with Animals*, “Olivia the Ostrich,” starting on page 15.
- Review the portion read in the previous lesson by asking students: What problem did Annie have with the ostrich? (*Annie made fun of the ostrich and the ostrich did not appreciate it*). How was this problem solved? (*Annie apologized and asked if she could learn more about ostriches.*)
- 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:

relent, v., to become less strict or to give in after being very firm about something

Example: After seeing how hard we worked, the coach finally relented and gave us a break.



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) identifying and reading high-frequency words from a research-based list; **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 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning words.

impact

1. n., how something affects or changes another thing.

Example: The new playground had a big impact on our recess, making it much more fun.

2. v., to forcefully come into contact with

Example: The defensive line charged the quarterback with a huge impact and forced a fumble.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying “high alert.” 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 impact will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Sayings and Phrases

high alert—being very watchful and ready for anything that might happen.

Example: The firefighters were on high alert because of the dry weather and the risk of wildfires.

Vocabulary Chart for “Olivia the Ostrich”			
Vocabulary Type	Tier 3 Unit- Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		relent	
Multiple-Meaning Core Vocabulary Words			impact
Sayings and Phrases	high alert		

- Explain that students will examine two more high-frequency words.
- Display this lesson’s high-frequency words: *being* and *run*.
- Focus on the word *being*.
- Ask where the syllables should be divided, then draw a line to divide the two syllables, be/ing. Say the syllables as you clap them, then have students repeat in unison. Ask: “What type of syllable is the first syllable?” (*open*)



Reading

Reading/Viewing Closely

Beginning

Show examples of feathers (real or visuals). Show images of animals, some with feathers and some without. Ask: “Does this animal have feathers?”

Intermediate

In small groups, have students brainstorm how ostriches use feathers. Have students write 1–2 sentences about ostriches. Have each student read their sentences to a partner.

Advanced/Advanced High

In pairs, have students write a few sentences explaining about baby ostriches and how their feathers help them. Have students take turns reading their sentences to a partner and listening to their partner’s explanation. Discuss any similarities or differences between their explanations.

**ELPS 2.G; ELPS 4.A;
ELPS 5.B**

- Draw students’ attention to the syllable *–ing*. Ask them to recall what they know about this syllable. (*It’s a suffix; it can show action.*) Remind students that it does often mean that the word is a verb.
- Tell students that *being* is a homonym; it is a word that has multiple meanings but is spelled and pronounced the same. It is both a verb and a noun.
- Display the following sentences, and have students read them chorally:
 - The boy was being kind by sharing his apple slices with his friend.
 - A dolphin is an intelligent being.
- Ask: “In the first sentence, is the word *being* a noun or a verb, and what does it mean?” (*verb; acting or behaving*)
- Ask: “In the second sentence, is the word *being* a noun or a verb, and what does it mean?” (*noun; creature*)
- Focus students on the next section of Chapter 1, pages 15–19.
- Pair students with intentional reading partners. Instruct students to partner read pages 15–19.
- 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.
- Use strategic prompts to check for comprehension and for students’ ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
 1. **Literal.** What key details in the text support the idea that being a baby ostrich is difficult? (*Baby ostriches have to peck their way out of their shell. Adult ostriches have to pre-chew a baby’s food. They need protection from predators.*)
 2. **Inferential.** What can the reader conclude about the purpose of ostrich feathers based on the details on page 15? (*Ostriches use their feathers to stay warm and keep their balance while running.*)
 3. **Evaluative.** What do Annie’s words and actions show about her character? (*She asks a lot of questions, so she must be curious. She talks about the book she is reading, so she must like to read.*)
 4. **Literal.** What are two things that ostriches do to stay safe? (They make a hissing sound to protect chicks from predators and move around often.)

- Ensure students speak coherently with appropriate eye contact, speaking rate, volume, and enunciation and draw evidence from the text to support their responses. Provide sentence stems as needed such as:
 - The key detail that supports the idea are ...
 - The text can conclude ...
 - Annie's words and actions show ...
 - One thing ostriches do to stay safe _____. The second thing the ostriches do _____.

WRAP UP (5 MIN.)

- Have students open to Activity Page 3.1.
- Direct students to answer two questions that assess their comprehension of the first chapter of the Reader. In each answer, they should use a word with the V/CV syllable pattern from the provided Word Bank, which is made up of words from this lesson's section of the Reader: *detail, relent, protest, deny, beginning, digest, protect, siren* and *nomads*.
- Remind students to write their sentences in cursive, leaving spaces between words.
- Circulate and monitor as students write a response in cursive. Provide feedback and support as students answer the comprehension question and write legibly in cursive. 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."

Activity Page 3.1



Support

Preview the Word Bank words with students. Consider providing definitions or illustrations to support understanding.



Activity Page 3.1: Encode and Apply

Collect Activity Page 3.1 and assess students' ability to read and spell multisyllabic words that follow a V/CV syllable division pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 3: Differentiated Instruction

Additional Support

MORE HELP WITH READING

- To help students follow the storyline, explain to students that the characters drive the story. Have students make note of what the character is doing and saying, as this will help them determine main events in the story. Provide sticky notes to students for when they encounter the character doing or saying something, and have them make a quick note to help them recall the story event.
- For an additional challenge, from your classroom library, gather some texts that have similar characteristics to the Unit 2 Reader. Have students write a response describing the similarities between the two texts. For example, “The setting in _____ and _____ are similar because the story takes place on a savannah.” The texts _____ and _____ are similar in that they both teach about animals in the savannah. For example, points of similarity may be the setting, the characteristics of the main characters, the types of animals represented, even the abilities of the characters, such as the animals being able to talk or the protagonist being fond of art.

REVIEW

The VCV Syllable Division Pattern

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will collaborate to read and spell words that follow a VCV syllable division pattern. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

Reading

Students will collaborate to read words that follow a VCV syllable division pattern. **TEKS 3.1.D; TEKS 3.2.A.iv**

FORMATIVE ASSESSMENT**Activity Page 4.1****Determine the VCV Pattern**

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

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences or actions; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review the VCV Syllable Division Patterns	Whole Group/ Independent	10 min.	<input type="checkbox"/> VCV Syllable Patterns (Digital Component 1.1) <input type="checkbox"/> Activity Page 4.1
Reading			
Practice with Pattern Search	Whole Group	20 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 1–7) <input type="checkbox"/> notebook paper and sticky notes

ADVANCE PREPARATION

Foundational Skills

> Digital Component 1.1

- Gather and prepare to display VCV Syllable Patterns first used in Unit 2, Lesson 1.

Reading

- Preview the section of the Reader that will be reread during this lesson in order to support students in locating words with the V/CV or VC/V syllable pattern in the text.
- Gather lined paper and sticky notes for students.
- Prepare a chart paper with a two-column chart labeled V/CV and VC/V.

Universal Access

- Prepare a list of VCV words from the Reader.
- Gather nonfiction texts about the animals referenced in the Reader: ostrich, crocodile, and leopard to extend learning.
- Provide roles for students in groups to support their collaboration.

Start Lesson

Lesson 4: Review The VCV Syllable Division Pattern

Foundational Skills



Primary Focus: Students will collaborate to read and spell words that follow a VCV syllable division pattern. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

REVIEW THE VCV SYLLABLE DIVISION PATTERNS (10 MIN.)

- Move students into small groups. Prompt students to collaborate with their group:
 - What is a closed syllable? (*A closed syllable is a syllable that ends in a consonant and has a short vowel*)
 - Why is a closed syllable important to the VC/V syllable pattern? (*In a VC/V syllable pattern, the syllables are split after a consonant, so the short vowel is 'closed in' by the consonant.*)

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences or actions; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **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 VCCV; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Activity Page 4.1



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Foundational Skills

Foundational Literacy Skills

Beginning

Provide a list of VCV words for students. In pairs, have students take turns choosing a card and orally pronouncing the word.

Intermediate

Provide a bank of VCV words. Have students write 1–2 sentences using a few of the words. Have students share their sentences with a partner. Encourage students to listen to their partner's sentences and then discuss which VCe words their partner used for their sentences.

Advanced/Advanced High

Have students work with a partner to create a list of 5–10 VCV words.

ELPS 2.B; ELPS 4.A

- What is an open syllable? (*An open syllable is a syllable that ends with a single long vowel*)
- Why is an open syllable important to the V/CV syllable pattern? (*In a V/CV syllable pattern, the syllables are split after a vowel to indicate that the vowel long and syllable is open*)
- Display VCV Syllable Patterns (Digital Component 1.1) and give students time to check their understanding and ask any clarifying questions.
- Have students open to Activity Page 4.1, and explain numbers 1–4.
- Listen to each word being said aloud: *human, solid, punish, rodent*.
- Write that word in cursive on Activity Page 4.1.
- Determine whether the syllable division is VC/V or V/CV. Use the Syllable Pattern steps from previous lessons to help you with this activity.
 1. Write the word.
 2. Say the word aloud and provide a definition for the word.
 3. Identify the vowels and consonants.
 4. Label the word with a syllable pattern.
 5. Spell aloud, stomping feet for vowels and tapping the desk for consonants.
 6. Count how many syllables by clapping it out.
- Mark your choice (VC/V or V/CV) on the activity page.
- Repeat the process with each word
- At the bottom, ask students to write a sentence about the Reader text using at least one of the words in numbers 1–4. Remind them to write neatly in cursive, leaving space between words.
- Circulate and monitor as students write in cursive on Activity Page 4.1, 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.”
 - “You’re doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle.”



Activity Page 4.1: Determine the VCV Pattern

Collect Activity Page 4.1 and assess students' ability to read and spell words that follow a VCV syllable division pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Reader



Pages 1–7



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Foundational Skills

Writing

Beginning

In pairs, give students a prepared list of VCV words from the Reader. Have them underline the vowels and circle the consonants in each word.

Intermediate

Provide students with a list of VCV words from the Reader. In pairs, have them create sentences using those words. Encourage them to include details and context.

Advanced/Advanced High

In small groups, have students write a 2–3 sentences using a list of VCV words. Encourage them to incorporate as many VCV words as possible.

ELPS 5.B

Challenge

Challenge students to design a review game that focuses on the VCV syllable pattern and syllable division.

Lesson 4: Review The VCV Syllable Division Pattern

Reading



Primary Focus: Students will collaborate to read words that follow a VCV syllable division pattern. **TEKS 3.1.D; TEKS 3.2.A.iv**

PRACTICE WITH PATTERN SEARCH (20 MIN.)

- Prompt students to discuss with a turn and talk partner: Why is it important that we learn how to divide multisyllabic words into syllables? (it helps us break apart unknown words, we can look closely at the vowel to determine the sound it will make, etc.). What can you tell us about the V/CV and VC/V division patterns? (this pattern tells us where to divide the syllable when a consonant is between vowels based on the pronunciation of the first vowel)
- Provide a sentence stem: The syllable division patterns we have learned are . . .
- Organize students into collaborative small groups.
- Ensure each student has a sheet of lined paper and a large sticky note.
- Explain to students that their group will be assigned a specific excerpt of Chapter 1 of *A Talk with Animals* to reread. Assign each small group Excerpt 1 (pages 1–3) or Excerpt 2 (pages 4–7).
 - Excerpt 1: Starting with “The pilot waved goodbye . . .” and ending with “. . . anywhere but here.”
 - Excerpt 2: Starting with “Annie took the guide’s. . .” and ending with “. . . more about ostriches.”
- Students will read assigned excerpts for 5-7 minutes.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.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.

- Provide groups with the assigned excerpt to be read independently. Ask students to write down words they find with the V/CV or VC/V syllable pattern on a sheet of lined paper.
- Assign student groups with roles. One student records words on group list.
- Have students choose one word from the group list to illustrate on a large sticky note and have one student illustrate the word.
- One student illustrates the word and one student writes the word. Another student places the sticky note in the correct column.
- Circulate and monitor as students are working, using the words below for reference:
 - Excerpt 1: pi/lot, fam/il/y, an/im/als, vo/cal, nev/er
 - Excerpt 2: re/vealed, so/lo, no/ticed, bod/y, ro/dent
- Provide feedback and support to students as they collaborate and fulfill their assigned roles.
- Once each group has added their words to the chart, review the chart as a whole class. If any words are placed incorrectly on the chart, ask for a student to explain why it should be moved to the other side of the T-chart.
- If there are any words that students did not identify, write them on the board and have students explain which side of the chart the words should go.
- Have students write one sentence using a V/CV and VC/V word in each. As students finish, do a quick review of what constitutes a complete sentence.
 - Punctuation, capitalization of the first word in the sentence, capitalization of proper nouns, subject-verb agreement
- Have students review their one sentence for these items. After they have revised and edited their sentences, have them read them aloud to their turn and talk partner.
- Ask several students to share their sentence with the class.



Check for Understanding

As students work, circulate and listen to determine whether students can accurately identify the VCV pattern.

End Lesson

Lesson 4: Differentiated Instruction

Additional Support

MORE HELP WITH VCV SYLLABLE PATTERNS

- Show a VCV word separated by syllables in multiple ways. Have students identify which is correctly syllabicated. For example, pro/test, prot/est, or pr/o/test.

MORE HELP WITH READING

- To extend the learning from the Unit 2 Reader, provide students with nonfiction text about the animals referenced in the Reader: *ostrich*, *crocodile*, and *leopard*. Invite them to compile additional facts that the author could have included in the story.
 - Provide roles for students in groups to support their collaboration. For example, one student can be a timekeeper while another student is responsible for making sure all students are participating. Provide each role with a role card and sample sentence prompts (i.e. Time Keeper: We have . . . minutes left to find out words.)
-

5


INTRODUCE

Using Context with Multiple-Meaning Words

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will follow, restate, and give oral instructions that involve using context to

 determine the meaning of multiple-meaning words. **TEKS 3.1.B**

 Students will use context to determine the meaning of multiple-meaning words.

TEKS 3.3.B; TEKS 3.2.D

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


 and pronunciation. **TEKS 3.3.A**

Reading

Students will use context to determine the meaning of multiple-meaning words.

 **TEKS 3.3.B**


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


 **TEKS 3.1.C; TEKS 3.4**

FORMATIVE ASSESSMENT

Activity Page 5.2

Use Context to Determine Word Meaning

 **TEKS 3.3.A; TEKS 3.3.B**

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning words; **TEKS 3.2.D** Write complete words, thoughts, and answers in cursive leaving appropriate spaces between words; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **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 Using Context with Multiple-Meaning Words	Whole Group/ Small Group	10 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.1 (Digital Component 5.1)
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 8–19)
Use Context to Determine Word Meaning	Small Group	10 min.	<input type="checkbox"/> Activity Page 5.2
Take-Home Material			
Practice Reading Fluency			<input type="checkbox"/> Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 5.1

- Create an enlarged version of Activity Page 5.1 Use Context to Determine Word Meaning, or prepare to display the digital version.
- Determine partner pairs for the work with Activity Page 5.1.

Reading

- Preview the section of the Reader that you will reread during the lesson noting any additional words that may need to be addressed prior to the reading. 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.

Universal Access

- Have students pantomime the words *pilot*, *wind*, *trip*, *miss*, and *wild* to embody their multiple meanings.
- Prepare to display the dictionary definitions of *pilot* and *wind* to support the instruction of words with multiple meanings.
- Choose a multiple-meaning word in the lesson and create a word map. Provide images of the word that show each meaning.
- Prepare a list of multiple-meaning words.
- Prepare sentence stem to provide to students:
 - This image matches the word _____.
 - I think _____ means _____.
 - I think this word is pronounced _____.
- Have the Fluency Supplement available for additional support.



Foundational Skills

Foundational Literacy Skills

Beginning

Choose a multiple-meaning word in the lesson and create a word map. Provide images of the word that show each meaning. Brainstorm the meanings and have students explain which image matches the correct usage of the multiple-meaning word. Encourage students to use full sentences with sentence frames such as: This image matches the word _____.

Intermediate

Prepare a list of multiple-meaning words. In small groups, have students act out a multiple-meaning word while others guess the word.

Advanced/Advanced High

In pairs, have students write sentences with multiple-meaning words in different contexts to demonstrate their understanding of the various meanings.

ELPS 1.E

Activity Page 5.1



Lesson 5: Introduce Using Context with Multiple-Meaning Words

Foundational Skills

10M

Primary Focus: Students will follow, restate, and give oral instructions that involve using context to determine the meaning of multiple-meaning words. **TEKS 3.1.B**

Students will use context to determine the meaning of multiple-meaning words. **TEKS 3.3.B; TEKS 3.2.D**

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

INTRODUCE USING CONTEXT WITH MULTIPLE-MEANING WORDS (10 MIN.)

- Prompt students to Think-Pair-Share: What do you do when you come across an unfamiliar word in a text? What do you do when you come across a word that you thought you knew but doesn't make sense in that context?
- Suggest the sentence stems: When I see a word I don't know, I . . . If a word doesn't make sense, I usually . . . and then . . .
- Explain to students that readers often come across a word they have never seen before and then need to figure out what it means so that part or the rest of the text can make sense. Other times, they find a word they know that doesn't make sense in that sentence, indicating that it has multiple meanings or definitions.
- Explain to students that they will be focusing on using context to determine the meaning of words that have more than one meaning. Remind students that *context* is information located around a word that helps a reader determine the meaning of the word.
- Display Digital Component 5.1 and have students open to Activity Page 5.1.
- Direct students to follow instructions and look at the first question. Read the sentences and identify the bolded word *pilot*.
- Model underlining the words/phrases in context that help define the bolded word *pilot*. Underline the words *waved* and *plane*. Think aloud as you determine the definition for *pilot* in this context is a noun and means a person who controls an aircraft.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning words; **TEKS 3.2.D** Write complete words, thoughts, and answers in cursive leaving appropriate spaces between words; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

Support

Display the various definitions of each word in an online dictionary to demonstrate their different parts of speech and meaning as well as examples of the words used in each context.

- Direct students to write the definition on the lines.
- Point out that *pilot* has multiple meanings. A reader needs to look at the context to know which meaning applies.
- Prompt students to turn and talk: Use *pilot* as a verb in a sentence. (*She will pilot the new drone we bought for our project.*)
- Follow the same process for question 2 and the word *wind*.
- Point out that *wind* has both multiple meanings as well as pronunciations. Explain that *wind* can be a noun when referring to one's breath. Pronounced with a long /i/ sound, *wind* can become *wind* as in to turn or twist something around.
- Direct students to questions 3–5 and explain students will complete the graphic organizers with a partner.
- Pair students with a predetermined partner.
- Explain that the graphic organizer is a way to organize all of the information modeled in questions 1 and 2. Explain the procedures:
 - Write the bolded word in the top left corner.
 - Write the clues from the sentences that help define the word in the top right corner.
 - Draw an illustration in the bottom left corner.
 - Write a definition in the bottom right corner.
- Explain that students may still underline in the text before transferring it into the graphic organizer as was modeled.
- Circulate the room and monitor students. Providing coaching and support as needed such as, "What words around the bolded word can help you determine its meaning?"

Challenge

Challenge students to write a sentence about the Reader that uses the different meanings of each word from Activity Page 5.1.



Activity Page 5.1: Use Context Clues

Assess students' ability to use context to determine the meaning of multiple-meaning words.



Reading

Reading Aloud

Beginning

While students read to themselves, have them circle or write down any words they are unsure of. When they finish reading, pair students together or pull a small group to discuss the pronunciation and meaning of those specific words. During the discussion, encourage students to listen to their peers' ideas and reasoning about the words they were unsure of. Provide sentence frames such as: I think _____ means _____. I think this word is pronounced _____.

Intermediate

As students read, have them focus on inflection and expression. Have them look at the punctuation at the end of sentences. If a sentence has a question or exclamation mark, have them ensure they are speaking with a questioning or excited tone.

Advanced/Advanced High

After students read, have them discuss with a partner or small group where they noticed their tone or inflection changed while reading. Have each student explain their reasoning behind the specific sentences.

ELPS 2.F; ELPS 2.G

Activity Page 5.2



Lesson 5: Introduce Using Context with Multiple-Meaning Words

Reading



Primary Focus: Students will use context to determine the meaning of multiple-meaning words. **TEKS 3.3.B**

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

TEKS 3.1.C; TEKS 3.4

READ A TALK WITH ANIMALS (10 MIN.)

- Prompt students to Turn and Talk: Based on what you have read so far, what do you predict Annie will most likely do next? (*Annie encountered an ostrich. She will likely learn more about the ostrich and other animals.*)
- Provide the following sentence stems: Based on what I have read so far, I predict that Annie will . . . Organize students into small groups. Remind students that when coherently discussing the Reader *A Talk with Animals* to speak at an appropriate rate and volume while maintaining eye contact.
- Explain to students that their group will be assigned a specific excerpt of Chapter 1 of *A Talk with Animals* to reread. Assign each small group Excerpt 1 (pages 8–12) or Excerpt 2 (pages 12–19).
 - Excerpt 1: Starting with “She took a deep . . .” and ending with “. . . run away quickly.”
 - Excerpt 2: Starting with “Annie’s eyes opened . . .” and ending with “. . . did to her.”
- Circulate and monitor as students are reading, recording notes in the Anecdotal Reading Record regarding students ability to decode multisyllabic words and use context to determine unknown words.

USE CONTEXT TO DETERMINE WORD MEANING (10 MIN.)

- Have students turn to Activity Page 5.2.
- Direct students to the excerpt from *A Talk with Animals* and instruct them to answer the questions. Remind students to write in cursive, leaving space between words.

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Activity Page 5.2: Use Context to Determine Word Meaning

Collect Activity Page 5.2 and assess students' ability to use context to determine the meaning of multiple-meaning words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Activity Page 5.3



Challenge

Challenge students to try different techniques with their voices to experiment with creating expression while reading aloud. Students can consider how they think each character might sound when they talk, identifying speech characteristics such as a character's tone of voice and speed.

Lesson 5: Introduce Using Context with Multiple-Meaning Words

Take-Home Material

PRACTICE READING FLUENCY

- Have students take home Activity Page 5.3 to read to a family member.

Lesson 5: Differentiated Instruction

Additional Support

MORE HELP WITH MULTIPLE-MEANING WORDS

- Use the following scaffolding strategies to help students identify the appropriate meaning of multiple-meaning words: providing a think-aloud to model using context clues, looking for words in the sentence or nearby sentences that indicate connotation, and referencing a dictionary.
- Students can practice more unfamiliar and multiple-meaning words by reading different passages from the Fluency Supplement. Have students read a passage from the Fluency Supplement. Have students circle any unfamiliar words. Look up the words in the dictionary. Then have students reread the passage.

INTRODUCE

Multisyllabic Words with Open Syllables

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will follow, restate, and give oral instructions that involve reading and

spelling multisyllabic words with open syllables. **TEKS 3.1.B**

Students will read and spell multisyllabic words with open syllables.

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

Reading

Students will read Chapter 2 of *A Talk with Animals* and will listen actively to

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

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation.

TEKS 3.1.C; TEKS 3.4

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

Students will read and pronounce the Tricky Word *dangerous* and the high-

frequency words *drink* and *long*. **TEKS 3.2A.vii**

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


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

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **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 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 with multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

FORMATIVE ASSESSMENT

Activity Page 6.1

Speak and Spell

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

Activity Page 6.2

Exit Ticket

 **TEKS 3.2.A.vii**

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Multisyllabic Words with Open Syllables	Whole Group	5 min.	
Practice with Speak and Spell	Whole Group	10 min.	<input type="checkbox"/> Activity Page 6.1
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 20–27) <input type="checkbox"/> whiteboards and dry erase markers
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Note to Teacher

This lesson launches an instructional arc that works with multisyllabic words that exceed two syllables.

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: *vivid* and *frequented*. Display vocabulary on the board for students to decode.

Universal Access

- Activate background knowledge and stimulate students' interest in Chapter 2 of the Reader by asking students if they have ever visited a river with a lot of wildlife and/or if they have ever seen a crocodile in person.
- Display the syllable division resources from Unit 1 and this unit to support students' stacked mapping and syllable division labeling.
- Prepare a list of multisyllabic words that contain open syllables.
- Prepare a list of root words and open syllables
- Copy a short text that contains many multisyllabic words with open syllables.
- Prepare an image of a crocodile.

Lesson 6: Introduce Multisyllabic Words with Open Syllables

Foundational Skills

15M

Primary Focus: Students will follow, restate, and give oral instructions that involve reading and spelling multisyllabic words with open syllables. **TEKS 3.1.B**

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

Support

INTRODUCE MULTISYLLABIC WORDS WITH OPEN SYLLABLES (5 MIN.)

Use stacked mapping to make syllable division concrete for students. Map from the first vowel to the next vowel with Vs and Cs under the letters in the word. That will show the first pattern for syllable division. Then, underneath and to the right, map from the second vowel to the third, so you can more clearly see the next syllable division pattern.

- Tell students they will continue practicing syllabication of multisyllabic words. When words are divided into syllables, it improves reading fluency and accuracy. Understanding syllables can also help with learning to spell words correctly.
- Write the word *volcano* on the board in cursive, modeling the proper letter formation. Encourage students to use their index finger to write *volcano* in the air.
- Ask: “How many syllables are in the word *volcano*?” “How do you know the number of syllables?”
- Invite students to hold up the number of fingers that represent the number of syllables in the word. Confirm that students should have three fingers in the air.
- Provide a sentence frame to support students’ response: There are ____ syllables in the word _____. I know this because _____. (There are three syllables in the word *volcano*. I know this because there are three vowel sounds in *volcano*, and every syllable has to have a vowel sound.)
- Explain that multisyllabic words may have different syllable types within the word. Model identifying the VCCV and VCV syllable division patterns to separate *volcano* into three syllables.
- Focus on the first syllable.
- Prompt students to turn to a partner and discuss: Is *vol* an open or closed syllable? How do you know? (*Closed because the syllable ends with a consonant.*)

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 3.2.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 in cursive leaving appropriate spaces between words.

- Model an action to represent a closed syllable: Clasp your hands together like you are trying to flatten something between your palms. Prompt students to mimic the action.
- Focus on the second syllable.
- Prompt students to turn to a partner and discuss: Is *ca* an open or closed syllable? How do you know? (*Open because the syllable ends with a vowel.*)
- Model an action to represent an open syllable: Open your hands and hold them apart like you are grasping an invisible soccer ball.
- Focus on the third syllable.
- Prompt students to turn to a partner and discuss: Is *no* an open or closed syllable? How do you know? (*Open because the syllable ends with a vowel.*)
- Model the open hands action that represents an open syllable.
- Remind students that the vowel sound in a closed syllable is short and the vowel sound in an open syllable is long. Reiterate to students that identifying the V/CV syllable pattern helps in determining if the syllable is an open syllable.
- Circle the open syllables in the word *volcano*.
- Write the word “relation”. Have students examine the syllables for the patterns they recognize by isolating the vowel in each of the syllables. *re* = CV the vowel makes a long e sound; *la* = the vowel makes the long a sound; *tion* (suffix showing action)
- Read the word, keeping the syllable rules in mind. Re-la-tion
- Note: *relation* contains a suffix which is an excellent place to start when dividing a word into syllables as a suffix is its own syllable.

PRACTICE WITH SPEAK AND SPELL (10 MIN.)

- Have students open to Activity Page 6.1 and follow the directions.
- Model the Speak and Spell activity.
- Instruct students to listen as you say each word.
- Say aloud the word for students to hear: *zebras*.
- Repeat the word *zebras*. Orally stretch the sounds.
- Instruct students to say the word aloud and clap the syllables as they say it.
- Using the steps in guided practice above. Have students examine the



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Listening

Listening Closely

Beginning

Provide students with a list of multisyllabic words that contain open syllables. In pairs, have them sort the words based on how many syllables each word has.

Intermediate

Provide students with a list of root words and open syllables and have them make a set of flashcards. In pairs, have them build multisyllabic words by combining the root words with the open syllables.

Advanced/Advanced High

Give students a short text that contains many multisyllabic words with open syllables. In pairs, have students read the text aloud. Have students circle all the words with open syllables.

ELPS 1.C

Activity Page 6.1



syllables for the patterns they recognize by isolating the vowel in each of the syllables. Direct students to use their knowledge of syllables to divide the words into word parts by writing the syllable in the appropriate box.

- Circle the open syllable.
- Repeat the process with each word: *united*, *dehydration*, *absolutely*, *add*.
- Direct students to the blank lines on Activity Page 6.1. Explain that they will listen as you say a sentence, listen again, and write the missing word in cursive to complete each sentence:
 - I went to bed early because I was feeling feverish.
 - We learned about the Earth's rotation.
- Instruct students to divide the syllables in *robotic* and *rotation* and circle the open syllables.
- Circulate and monitor as students write in cursive on Activity Page 6.1, providing corrective feedback for proper letter formation. Offer feedback such as:
 - "Focus on keeping your letters of uniform size and proportion."
 - "Focus on connecting your letters smoothly. Work on making the transition from 'f' to 'e' more fluid."

Challenge

Have students annotate the words on Activity Page 6.1 with V/CV, VC/V, VCCCV, and VCCCV syllable division patterns.



Activity Page 6.1: Speak and Spell

Collect Activity Page 6.1 and assess students' ability to read and spell multisyllabic words with open syllables. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 6: Introduce Multisyllabic Words with Open Syllables

Reading

15M

Primary Focus: Students will read Chapter 2 of *A Talk with Animals* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation.

TEKS 3.1.C; TEKS 3.4

Students will read multisyllabic words with open syllables.

TEKS 3.2.A.ii

Students will read and pronounce the Tricky Word *dangerous* and the high-frequency words *drink* and *long*. **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 A TALK WITH ANIMALS (10 MIN.)

- Ask students to speak coherently with a partner about what they remember from *A Talk with Animals*. Have students face each other and use the sentence stems “I remember . . .” “I noticed . . .”, and “I wonder . . .” After discussing with partners, have students share out ideas.
- Explain that today, students will begin reading Chapter 2 of *A Talk with Animals*, “Cooper the Crocodile,” starting on page 20.
- 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 and divide the words into syllables. Go over the correct pronunciation of each word:

vivid, adj., a description or image that produces a clear picture in your mind

Example: The grandmother’s story about her childhood was so vivid that the family could imagine it as if they were there.

frequented, v., visited a place often

Example: The fisherman frequented the bait and tackle shop to buy supplies.

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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning words.

Reader



Pages 20–27



Reading

Reading/Viewing Closely

Beginning

Review that quotation marks indicate dialogue in a text. Have students identify quotation marks in the Reader. Have them look at the end of the quotations to see who is speaking. Have them identify the speaker.

Intermediate

Have students locate and write down dialogues from the Reader, using quotation marks as their indicator. Have students circle the quotation marks on their paper. In pairs, have students read the dialogue sections aloud, listening carefully to know when to read their part of the conversation.

Advanced/Advanced High

In pairs, ask students to retell today's reading. Have students include what each character said in the dialogue. Use sentence frames, such as: In the dialogue, Character 1 said, "____." After Character 1 spoke, Character 2 responded, "____." When Character 1 asked, "[question]," Character 2 replied, "____."

ELPS 2.G; ELPS 4.G

- 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.
- 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 "Olivia the Ostrich"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		frequented vivid	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Explain that students will examine two new high-frequency words.
- Display this lesson's high-frequency words: *drink* and *long*.
 - Remind students that they have learned that a consonant blend is when two consonants are together making two distinct sounds. Ask: "Where are the consonant blends in the words *drink* and *long*?" (*dr* in *drink*, *nk* in *drink*, and *ng* in *long*) Underline the consonant blends to confirm them.
 - Have students decode the words with teacher providing corrective feedback.
 - Ask: "What kind of syllables are *drink* and *long*? How do you know?" (*They are both closed syllables; the vowels are between consonant sounds and make the short vowel sounds.*)
- Write the word *united* on the board. Have students come up to the board and decode the word "united". Ask students to isolate the vowel sounds to determine the number of syllables and then break up into syllables to articulate whether each syllable is opened or closed.
- Display the Tricky Word *dangerous*. Read it and use it aloud in a sentence.

- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
 - Tricky Word: *dangerous* (explain that the letters 'a' and 'n' are pronounced /æ/, /n/)
 - Expected: /d/, /j/, /er/, /u/, /s/
 - Tricky Spelling: the letters 'a' and 'n' are pronounced /æ/, /n/
 - Invite students to share what they already know about the meaning of this word.
- Guide the class in reading a section of Chapter 2 of *A Talk with Animals*, pages 20–27. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Point out that the next section of the Reader includes dialogue between two characters, Annie and the guide.
- Divide the class into two groups. Assign one group to be the voice of Annie and one to be the voice of the guide.
- Guide each group in marking which paragraphs contain dialogue spoken by each character.
- Point out that the first and second paragraphs and some sentences throughout do not have quotation marks and are descriptive, not dialogue. Those can be read by the teacher or an individual student.
- Guide the class in choral reading from of pages 20–27. Point to each character group to indicate when it is their turn to read aloud. Coach students to use appropriate expressions that match the characters' dialogue in the text.
- Choose strategic prompts to check for comprehension and 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. **Inferential.** What key idea is supported by the details in paragraphs 1–2 on page 20? (*Lots of animals visited the river to get a drink but did not stay long because it was dangerous.*)
 2. **Evaluative.** What can you conclude about crocodiles? (*Crocodiles have long bodies and short legs. Bony plates cover their skin for protection. They cannot run for long but are great swimmers.*)



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Reading

Reading/Viewing Closely

Beginning

Explain what a crocodile is and show a visual for support. Ask students if they are familiar with this animal. Ask for any personal connections they can make.

Intermediate

Instruct students to use the text to describe a crocodile, using as many details as they can.

Advanced/Advanced High

Encourage students to answer the questions provided in the lesson.

ELPS 4.G

3. **Inferential.** What do Annie's words and actions on pages 24 and 27 show about her feelings towards crocodiles? (*She did not feel they were dangerous because she said she would not risk dehydration because of them. She warned the zebras, so she knows they are dangerous. She froze in place and was stunned, so she was frightened of them.*)
4. **Literal.** What words on page 24 help you understand the meaning of the word *dehydration*? (*"do not seem to drink much water"; "she was concerned they did not drink enough water"; "none of them stayed long"*).
5. **Evaluative.** Why is it important that Annie waved her arms and screamed wildly at the zebras? (*To warn them about the crocodile and then prompt Connor to come over to talk to Annie.*)

- Ensure students speak coherently and draw evidence from the text to support their responses. Provide sentence stems as needed such as:
 - The key idea is...
 - After reading this section of the text, I believe that crocodiles...
 - Annie's words and actions show...
 - The words ____ and ____ help me understand the meaning of dehydration because....
 - It is important that Annie waved her hands and screamed because....

Activity Page 6.2



WRAP UP (5 MIN.)

- Have students open to Activity Page 6.2.
- Instruct students to fill in the blank using the Tricky and high-frequency words from the Reader.



Activity Page 6.2: Exit Ticket

Collect Activity Page 6.2 and assess students' ability to read and spell Tricky and high-frequency words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

PRACTICE

Using Context with Multiple-Meaning Words

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will work together to use context to determine the meaning of multiple-meaning words. **TEKS 3.1.D; TEKS 3.3.B**

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 use context to determine the meaning of multiple-meaning words. **TEKS 3.1.B; TEKS 3.3.B**

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

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

FORMATIVE ASSESSMENT**Activity Page 7.1**

Use Context to Determine Word Meaning
TEKS 3.3.A; TEKS 3.3.B

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Use Context with Multiple-Meaning Words	Whole Group	10 min.	<input type="checkbox"/> Use Context Clues: <i>Curious</i> (TR 7.1) <input type="checkbox"/> Use Context Clues: <i>Curious</i> (Digital Component 7.1)
Reading			
Partner Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 20–23) <input type="checkbox"/> Partner Reading Feedback <input type="checkbox"/> Anecdotal Reading Record
Use Context to Determine Word Meaning	Small Group	10 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> print or online dictionary
Take-Home Material			
Examine Context Clues			<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Foundational Skills

- This lesson focuses on the words with multiple meanings of words, and the strategy of using context to determine the word's meaning. Be prepared to discuss the multiple meanings of each word used during the lesson: *problems, curious, body, great, open, space, and cover.*

> Digital Component 7.1

- Create an enlarged version of Use Context Clues: *Curious* to display, or prepare to display the digital version.
- Have the document Use Context Clues: *Curious* (TR 7.1) available for students to reference.

Reading

- Preview the section of the Reader that will be read during this lesson to model the difference between disfluent and fluent reading. Consider using sticky notes to mark this section.
- 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
- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2)
- Use these stems to share feedback with your reading partner:
 - You did a great job when you _____.
 - I like how you _____.
 - I liked it when you _____.
 - You corrected yourself when _____.
 - The best part of your reading was when you _____.
- 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.

Universal Access

- Model pantomiming a multiple-meaning word. Alternatively, provide icons and images that represent the meanings of the multiple-meaning words in the



Writing

Writing

Beginning

Provide two multiple-meaning words. In pairs, have students write or draw the definitions for each word.

Intermediate

Provide a work bank of multiple-meaning words. In pairs, have students write original sentences. Have them include a few context clues in the sentences.

Advanced/Advanced High

In small groups, ask students to think of a multiple-meaning word that they know. Have them write two sentences, using context clues to explain each meaning. Have students read their sentences aloud to a partner.

ELPS 5.G; ELPS 1.E

Challenge

Challenge students to write a sentence about the Reader that uses each of the meanings of *curious*.

lesson. Direct students to match the icons/images with the correct meaning.

- Prepare a word bank of multiple-meaning words.
- Prepare a reading passage for students to read aloud.
- Prepare a simple sentence for students to analyze.
- Prepare sentence stems to provide to students.
 - When I read the sentence, I . . .
 - When you read the sentence, you . . .
- For additional support provide a list of multiple-meaning words such as *bark*, *fair*, *ring*, and *bowl*. Have a graphic organizer to illustrate the different meanings.

Start Lesson

Lesson 7: Practice Using Context with Multiple-Meaning Words

Foundational Skills



Primary Focus: Students will add: work together to use context to determine the meaning of multiple-meaning words. **TEKS 3.1.D; TEKS 3.3.B**

USE CONTEXT WITH MULTIPLE-MEANING WORDS (10 MIN.)

- Have students discuss with a shoulder partner what they learned about using context to understand words with multiple meanings. Ask: What are multiple-meaning words and how can using context help you understand what they mean? (*Multiple-meaning words are words that have more than one definition. Context can help me define the words because it gives me clues to how the word is used in the sentence and what it could mean*).
- Provide the sentence stem: Multiple-meaning words are . . . and context can help me define the word because . . .
- Tell students in this lesson, they will continue to practice this skill.
- Pose this joke to the class: Why was the math book sad? Because it had too many problems!
- Ask: “What word in that joke has multiple meanings?” (*problems*)



TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- Invite students to turn to a turn and talk partner to explain the two meanings of *problems*. (*difficulties* and *math exercises*)
- Display Use Context Clues: *Curious* (Digital Component 7.1).
- Explain that each of these paragraphs uses the word *curious* in a different way.
- Have all students chorally read the first paragraph aloud. Point out that it is a paragraph from their Reader, *A Talk with Animals*.
- Prompt students to turn and talk: “How is the word *curious* used in this paragraph?” (*Curious is used to describe what Annie is thinking and how she would like to learn more.*)
- Prompt students to turn and talk: “What words or phrases from the paragraph help you understand the meaning of *curious*?” (“*did not know much*,” “*had many questions*,” “*wanted to learn more*”)
- Invite students to chorally read the second paragraph aloud.
- Prompt students to turn and talk: “How is the word *curious* used in this paragraph?” (*Curious is describing the noise in the air and means strange, or something you are not used to.*)
- Prompt students to turn and talk: “What words from the paragraph help you understand the meaning of *curious*?” (“*a noise that none of them had heard before*,” “*deep, rumbling sound*”)
- Prompt students to Think-Pair-Share: As you read, what strategies can you use to help you determine the meaning of multiple-meaning words? (*I can read the text and look for clues that help me to know the meaning of the word.*)



Check for Understanding

As students answer each question, listen closely to their rationale to determine their ability to accurately use context to determine the meaning of multiple-meaning words.

Lesson 7: Practice Using Context with Multiple-Meaning Words

Reading

20M

Primary Focus: Students will use context to determine the meaning of multiple-meaning words. **TEKS 3.1.B; TEKS 3.3.B**

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

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

Reader



Pages 5–8

Challenge

Provide students with a simple sentence and challenge them to think of different ways of saying it that change its meaning, such as, “I didn’t say you took my cookie.” By emphasizing different words, the implication of the sentence changes. For example, an emphasis on *I* implies that someone else made the accusation. An emphasis on *cookie* implies that something was taken, but it wasn’t the *cookie*.

PARTNER READ A TALK WITH ANIMALS (10 MIN.)

- Tell students that today’s reading will focus on fluency. Remind students that fluency refers to rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Explain to students that they will reread a portion of Chapter 2 of the Reader *A Talk with Animals*, “Cooper the Crocodile,” starting on page 20.
- Inform students that today they will work on phrasing by scooping words together in a sentence to make meaningful phrases instead of just reading word by word.
- Read the passage aloud and model disfluent reading, reading word by word, with no meaningful phrasing.
- Prompt students to Think-Pair-Share: “Did my reading sound fluent? Why or why not?” (*When you read the words, it sounded sort of choppy. The words did not connect like full thoughts or sentences. It was hard to know when one thought ended and another one started.*)
- Invite students to visualize a big shovel or a pelican scooping up fish in the water. Explain that strong readers “scoop” phrases in a sentence, joining them together in a way that conveys more meaning.
- Display with the sentence: “Annie saw animals look around, move to the water’s edge, drink from the river, and race off.”
- Read aloud the sentence, pausing slightly after each comma. Draw an imaginary scoop shape underneath each of these phrases.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Foundational Skills

Listening

Beginning

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

Intermediate

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

Advanced/Advanced High

In pairs, select an excerpt from the Reader. Have one student read one sentence aloud. Have their partner read the same sentence aloud. Have them discuss their phrasing and intonation, using sentence frames: When I read the sentence, I . . . When you read the sentence, you . . .

ELPS 2.E

- Prompt students to Think-Pair-Share: “Why might I have chosen these specific phrases to scoop?” (*Each phrase describes one action. The words go together to convey a single idea.*)
- Provide a non-example by rereading the sentence, scooping other groups of words, such as, “Annie saw animals,” “look around move to,” “the water’s edge drink,” “from the river and race off.”
- Prompt students to Think-Pair-Share: “How does the meaning of the sentence change when scooping the words this way?” (*It’s harder to understand. It’s not clear who is doing which actions in the sentence.*)
- Point out that the commas in this sentence are particularly helpful for indicating where to pause and scoop phrases. Clarify that it won’t always be obvious and there are usually multiple ways that a sentence could be read.
- Display the sentence: “She was concerned they did not drink enough water.”
- Invite students to share ideas for phrases that could be scooped together. (“*She was concerned,*” “*they did not drink enough water.*”)
- Point out that there is no one right answer; the goal is to make sure that the meaning is clear and, when reading aloud, that the reading is fluent.
- Today, students will follow these Partner Reading routines.
 1. Open Reader
 2. Partner Up.
 3. Take turns reading paragraphs
 4. After reading, provide feedback to your partner about reading smoothly and scooping phrases. Use the stems provided such as, “I like how you read that sentence with no mistakes and scooped that phrase in the middle.”
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Pair students with intentional reading partners.
- Direct reading partners to draw scoops under phrases (with their finger and an imaginary scoop or with pencils) in the first paragraph of the passage together.
- Listen in on conversations listening for students’ ability to read in phrases and support as needed.

Activity Page 7.1



- Instruct students to partner read the assigned section of the Reader, pages 20–23. Encourage them to scoop phrases as they read.
- As you listen to students read, make notes regarding their ability to read multisyllabic words and phrases to build comprehension of text.
- As needed, use the Grade 3 Fluency Record to track students' ability to read with phrasing.

USE CONTEXT TO DETERMINE WORD MEANING (10 MIN.)

- Move students into predetermined pairs.
- Direct students to open to Activity Page 7.1. Explain that the excerpt in this activity should be familiar to them, as they have read it in their Reader, *A Talk with Animals*.
- Instruct students to read the provided text from the Reader and answer the questions below. Distribute print dictionaries or allow students access to online dictionaries to complete question 4.
- Circulate and monitor as students complete Activity Page 7.1.



Activity Page 7.1: Use Context to Determine Word Meaning

Collect Activity Page 7.1 and assess students' ability to use context to determine the meaning of multiple-meaning words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 7: Introduce Using Context with Multiple-Meaning Words

Take-Home Material

- Have students take home Activity Page 7.2 for additional practice with this lesson's objectives.

Activity Page 7.2



Lesson 7: Differentiated Instruction

Additional Support

MORE HELP WITH MULTIPLE-MEANING WORDS

- Provide a list of multiple-meaning words such as *bark*, *fair*, *ring*, and *bowl*. Ask students to create their own riddle or silly sentence using the multiple-meaning words. Students can use a graphic organizer to illustrate the different meanings.

REVIEW

Multisyllabic Words with Open Syllables

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with open syllables.

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

Students will follow, restate, and give oral instructions that involve reading and

 spelling multisyllabic words with open syllables. **TEKS 3.1.B**

Reading

Students will speak coherently about the Reader *A Talk with Animals* with

 appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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


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


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

FORMATIVE ASSESSMENT

Activity Page 8.1

Speak and Spell

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

 **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 3.2.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, 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 with multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Multisyllabic Words with Open Syllables	Whole Group	5 min.	
Practice with Speak and Spell	Independent	10 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 27–33)
Wrap Up	Independent	5 min.	<input type="checkbox"/> 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: *snout* and *propel*. Display vocabulary on the board for students to decode.
- 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.

Universal Access

- Use your hand and fingers to reveal only one syllable at a time at first for students to blend. Then, reveal all syllables, so students can blend them smoothly. This allows students to focus on decoding one syllable at a time before blending to read the word.
- Prepare a list of open and closed multisyllabic words.
- Prepare sentence frames to provide to students;
 - In today's reading, I learned that . . .
 - I really enjoyed the part of the story when . . .
 - I figured out how to read (word) by (strategy).

Start Lesson

Lesson 8: Review Multisyllabic Words with Open Syllables

Foundational Skills



Primary Focus:

Students will follow, restate, and give oral instructions that involve reading and spelling multisyllabic words with open syllables. **TEKS 3.1.B**

Students will read and spell multisyllabic words with open syllables. **TEKS 3.1.B; TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

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 3.2.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.

REVIEW MULTISYLLABIC WORDS WITH OPEN SYLLABLES (5 MIN.)

- Ask: “Why is it important to break unknown words into syllables?” Suggest the sentence starter: *It is important to break words I do not know into syllables because . . . (it can help me to figure out how to read and write the word correctly)*
- Write the word *phonemic* on the board in cursive, modeling the proper letter formation. Encourage students to use their index finger to write *phonemic* in the air.
- Ask: “How many syllables are in the word *phonemic*?” (*three*) “How do you know the number of syllables?” (*Clapped out the syllables, three vowel sounds*)
- Have students Turn and Talk to discuss the answers to the questions. Invite students to hold up the number of fingers that represent the number of syllables in the word. Provide a sentence frame to support students’ response: There are ____ syllables in the word _____. I know this because _____. (*There are three syllables in the word phonemic. I know this because there are three vowel sounds, and each must have a vowel sound.*)
- Identify the VCV syllable division patterns to separate *phonemic* into three syllables.
- Focus on the first syllable.
- Ask students to turn to a turn and talk partner to answer the prompt: Is *pho* an open or closed syllable? How do you know? (*Open because the syllable ends with a vowel and makes the long vowel sound.*)
- Encourage students to use the open hands action that represents an open syllable.
- Focus on the second syllable.
- Ask students to turn to a turn and talk partner to answer the prompt: Is *ne* an open or closed syllable? How do you know? (*Open because the syllable ends with a vowel and makes the long vowel sound.*)
- Encourage students to use the action for an open syllable.
- Focus on the third syllable.
- Ask: Is *mic* an open or closed syllable? How do you know? (*Closed because the vowel is closed in by consonants.*)
- Encourage students to complete the clasped hands action that represents a closed syllable.

- Guide students through the same steps for VCV syllable division patterns with the word *identify*, asking students to identify the syllable division patterns and the open syllables. Encourage students to use the new actions as they determine open syllables and closed syllables in the word *identify*.

PRACTICE WITH SPEAK AND SPELL (10 MIN.)

- Have students open to Activity Page 8.1 and follow the directions.
- Review the Speak and Spell Activity.
- Instruct students to listen as you say each word.
- Say aloud the first word for students to hear: *radiant*
- Repeat the word *radiant*. Orally stretch the sounds.
- Note: *Radiant* may be an unfamiliar word for students. To provide context you may mention that it means shining brightly or giving off a lot of light.
- Instruct students to say the word aloud and clap the syllables as they say it.
- Demonstrate how to move the word parts to their appropriate syllable boxes on the activity page.
- Circle the open syllables. Then, write the full word in the last column.
- Remind students that they will do the same with each word they hear, writing its syllables in cursive on their copies of Activity Page 8.1.
- Repeat the process with each other word: *ingredient*, *momentum*, *component* and *information*.
- Direct students to the blank lines on Activity Page 8.1. Explain that they will listen as you say a word once and then listen again and write the word in cursive: *humility* and *conversation*.
- Note: To provide context you may mention that *humility* means being modest and not thinking that you are better or more important than others, and *conversation* means talking with someone, sharing ideas, and listening to what others have to say during a discussion.
- After writing the word, students divide the syllables and circle the open syllables.
- For number 7, read the sentence to students and then repeat. Direct the students to write the sentence neatly in cursive on the line:
 - His mom loves hazelnut candy.
- Ask them to identify the multisyllabic word with an open syllable (*hazelnut*) and mark the word by dividing the syllables and circling the open syllable.

Activity Page 8.1



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a list of open and closed multisyllabic words from the lesson. In small groups, have them read the words aloud and clap out the syllables as they say each word.

Intermediate

Have students write 3 sentences with open and closed multisyllabic words. Exchange with a partner and have them identify and underline the multisyllabic words.

Advanced/Advanced High

In pairs, give students pairs of multisyllabic words that differ only in the presence of open or closed syllables (e.g., "open" vs. "opener"). Have them each say one of the words, listen to the pronunciations, compare the meanings and identify changes in pronunciation.

ELPS 1.C; ELPS 2.A

Challenge

Facilitate a discussion with students about the purpose of studying the phonemes and syllables in individual words. Guide students to understand that the stronger their understanding of language, the more information becomes available to them via reading and discussion.

- Circulate and monitor as students write in cursive on Activity Page 8.1, providing corrective feedback for proper letter formation accurate spelling of multisyllabic and open syllable words. Offer feedback such as:
 - “Ensure that your letters are properly spaced and don’t run into each other.”
 - “Check the spacing between your words. Make sure there’s enough room between each word to maintain readability.”



Activity Page 8.1: Speak and Spell

Collect Activity Page 8.1, and assess students’ ability to read and spell multisyllabic words with open syllables. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

Lesson 8: Review Multisyllabic Words with Open Syllables

Reading

15M

Primary Focus: Students will read multisyllabic words with open syllables. **TEKS 3.2.A.ii**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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

Reader



Pages 27–33

READ A TALK WITH ANIMALS (10 MIN.)

- Ask students to discuss what they remember from *A Talk with Animals* with a shoulder partner. Provide this sentence stem: *I remember reading about . . .*
- Explain that today, students will continue reading Chapter 2 of *A Talk with Animals*, “Cooper the Crocodile,” starting on page 27.
- 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..

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.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 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning words.

snout, n., a nose or nose and mouth area that sticks out on certain animals, such as dogs and pigs

Example: The seal balanced a ball on its long snout.

propel, v., to use a machine or body part to move forward

Example: A bird's wings propel it to fly through the sky.

- 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.
- 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 “Cooper the Crocodile”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 2 General Academic Words
Core Vocabulary	snout	propel	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Write the word *dinosaur* on the board. Explain that this word is in today's chapter and is multisyllabic with open syllables. Model for students how to decode this word.
- Point so consider while decoding:
 - The word has three syllables.
 - The word has two open syllables and one closed syllable.
- Following the modeling from above, invite students to come up to the board and decode the following words from the text: *eloquently*, *absolutely*, *curiosity*, *museum* and *influence*.
- Guide the class in continuing to read Chapter 2, pages 27–33. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.



Reading

Reading/Viewing Closely

Beginning

Ask students questions about today's reading: Based on what you read, do you think Cooper behaves like a real crocodile? Have students answer by restating the question. (Example: No, I do not think Cooper behaves like a real crocodile because . . .)

Intermediate

In pairs, have students write sentences describing a crocodile. Provide a word bank with words from the Reader.

Advanced/Advanced High

In small groups, have students complete a Venn diagram that compares crocodiles and humans. Have students refer to the reader for examples (i.e. body temperature changes, swimming ability, breathing).

ELPS 4.F; ELPS 5.G

- Move students to designated areas of the classroom where they can read aloud to themselves without disturbing their peers.
- Use strategic prompts to check for comprehension and for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Example prompts include:
 1. **Inferential.** What is the meaning of the word *stunned* on page 27? (*shocked, unable to react*) What words help you understand the meaning of stunned? (*froze in place, could not believe what was happening*)
 2. **Literal.** What key details do you learn about the crocodile's eating habits? (*they eat other animals, they do not have to eat every day, they can go months without eating*)
 3. **Evaluative.** What details from the text support the idea that crocodiles are great swimmers? (*their tail is powerful, it propels them, they have webbed feet, they can stay underwater for a long time*)
- Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed such as:
 - On page 27, the meaning of the word stunned means . . .
 - According to the text, the crocodile . . .
 - The details that support the idea that crocodiles are good swimmers is. According to page ____, it states that . . .
- 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 reading the story, prompt students to discuss the assigned reading with a partner.
- Offer students the following discussion sentence stems to help speak coherently about the Reader:
 - In today's reading, I learned that . . .
 - I really enjoyed the part of the story when . . .
 - I figured out how to read . . . (word) by . . . (strategy).
- As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.

WRAP UP

- Have students open to Activity Page 8.2.
- Have students answer the question using details from the text.
- Consider displaying the following writing frame: [Topic sentence] First crocodiles . . . while ostriches . . . Second . . . Lastly . . .
- Circulate and monitor as students write in cursive on Activity Page 8.2, providing corrective feedback for proper letter formation. Offer feedback such as:
 - “Focus on maintaining consistent slant and angle throughout your writing.”
 - “Great job forming the letter ‘o’! I like how you started at the top and made a smooth, curved line.”

Activity Page 8.2



Check for Understanding

Collect Activity Page 8.2 and check for students' comprehension of the text.

End Lesson

Lesson 8: Differentiated Instruction

Additional Support

MORE HELP WITH DECODING MULTISYLLABIC WORDS

- Integrate physical movement, such as stepping forward with each syllable, to blend the parts of a multi-syllable word together. Have students leap forward to blend all the syllables in the word. This kinesthetic approach can be especially helpful for active learners.

MORE HELP WITH USING VOCABULARY

- Facilitate a discussion with students about studying the phonemes and syllables in individual words. Guide students to understand that the stronger their understanding of language, the more information becomes available to them via reading and discussion.

- Connect students with a relative or pen-pal as a meaningful opportunity to practice their writing and reading skills. Challenge students to write a short letter to their relative or pen-pal and incorporate new vocabulary they have been learning.
-

READ AND SPELL

Words with Open Syllables

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will work together to read and spell multisyllabic words with open syllables. **TEKS 3.1.D**

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

Reading

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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

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

Students will identify and read the high-frequency word *much*. **TEKS 3.2.A.vii**

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.1.B; TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 9.1

Encode and Apply

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 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **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 in cursive leaving appropriate spaces between words; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning words. **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Multisyllabic Words with Open Syllables	Whole Group	15 min.	<input type="checkbox"/> whiteboards <input type="checkbox"/> dry erase markers
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 33–36) <input type="checkbox"/> whiteboards <input type="checkbox"/> dry erase markers
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 9.1

ADVANCE PREPARATION

Reading

- Preview the section of the Reader that will be read during this lesson in order to model fluent paragraph reading and using the Glossary to discover the pronunciation and definition of vocabulary words: *depending, behavior, situation, lunge*.

Universal Access

- Prepare a list of multisyllabic words.
- Prepare a list of longer, complex multisyllabic words that contain both open and closed syllables.
- Prepare sentence frames for students to share their work:
 - In my sentence, I used the word ___ with ___ syllables.
 - One multisyllabic word I included is ___.
 - In the word ___ I identified ___ open syllables and ___ closed syllables.
 - One example of a closed syllable in the word ___ is ___.

Start Lesson

Lesson 9: Read and Spell Words with Open Syllables

Foundational Skills



Primary Focus:

Students will work together to read and spell multisyllabic words with open syllables. **TEKS 3.1.D**

Students will read and spell multisyllabic words with open syllables.

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.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.

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Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a list of multisyllabic words. In pairs, have students identify the open syllables and separate the syllables with slashes. Provide a sentence frame for students to share their work: The word ... has ... syllables.

Intermediate

Have students write a few sentences with multisyllabic words. Then exchange sentences with a partner and read each other's sentences, pronouncing the multisyllabic words correctly. Provide sentence frames to them discuss their work: In my sentence, I used the word ... with ... syllables. One multisyllabic word I included is ...

Advanced/Advanced High

Provide students with a list of longer, complex multisyllabic words that contain both open and closed syllables. In pairs, ask students to analyze and break down each word into its syllables, indicating whether they are open or closed. Provide sentence frames to guide students as they analyze each word: In the word ... I identified ... open syllables and ... closed syllables. One example of a closed syllable in the word ... is ...

ELPS 1.E; ELPS 1.H

REVIEW MULTISYLLABIC WORDS WITH OPEN SYLLABLES (15 MIN.)

- What is the difference between an open syllable and a closed syllable? How does knowing the difference between the two syllables help us read and write?
- Distribute a whiteboard and dry-erase marker to each student.
- Write *mobility* on the board in cursive, modeling proper letter formation.
- Ask students to write it on their whiteboard. Remind them to write in cursive.
- Encourage students to use the open hands and clasped hands actions to represent open syllables and closed syllables that they learned in the previous lesson.
- Prompt students to mark the syllables using a slash mark and examine the word for patterns. Read the word. Have students show their whiteboards to check understanding.
- Clarify that *mo* and *ty* are open syllables.
- Repeat the process with the words *eternity* and *tomato*. This time, say the word. Have students repeat the word, on whiteboards have students write the word, mark the syllables with a slash, and read the word. Show whiteboards to check for understanding.
- To build cooperation and oral language skills, have students find two multisyllabic words from the Reader to dictate for a partner to spell. Identify partner A and partner B. Partner A reads each word. Partner B writes the words and marks the syllables on the whiteboard. Partner A checks for accuracy. Repeat the process to have partner B reads the words to partner A. Partner A writes, marks syllables on the whiteboard. Partner B checks for accuracy.
- As students work together, circulate and listen to students' pronunciation and observe their syllabication of each word. Provide immediate, corrective feedback as needed "Don't forget to use the vowels and consonants to help break the word into syllables."

Challenge

Invite students to adapt the review game to align with the basic rules of a different sport. Allow them to try out their game with their classmates and evaluate what worked and what could be improved.

Lesson 9: Read and Spell Words with Open Syllables

Reading

15M

Primary Focus: Students will read and spell multisyllabic words with open syllables. **TEKS 3.2.A.ii**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will identify and read the high-frequency word *much*. **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 3.1.B; TEKS 3.3.B**

READ A TALK WITH ANIMALS (5 MIN.)

- Explain that today, students will finish reading Chapter 2 of *A Talk with Animals*, “Cooper the Crocodile,” starting on page 33. Ask students to make predictions based on what they read yesterday, “I think ____ because ____.”
- Read the example sentence for the word *lunge*.
- Based on the example, ask students to define what *lunge* means in that context.
- 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 and divide the words into syllables. Go over the correct pronunciation of each word.

depending, v., trusting or relying on someone or something

Example: I’m depending on my mother to feed my fish while I’m at school.

behavior, n., the way a person acts

Example: A student shows good behavior by listening to the teacher and helping others.

Reader



Pages 33–36

TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words with multiple-meaning 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 3.2.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 s table 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.



Reading

Reading/Viewing Closely

Beginning

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

Intermediate

Have students share what they have learned in the Reader about crocodiles. Have students create their own KWL charts for what they already knew about crocodiles, what they want to still learn about crocodiles, and what they learned in the reading. Then have students share and discuss their KWL charts with a partner.

Advanced/Advanced High

Have students retell the reading. Have them include at least 2–3 details, not just the main idea. You may provide a word bank for students or encourage them to go back to the Reader to find details.

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

situation, n., the state of what is going on, or circumstances

Example: During recess, the situation changed when it started to rain, so we had to go inside.

lunge, v., to make a powerful forward movement, especially take hold of something

Example: Our dog lunges toward his dinner bowl when he's hungry.

- 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 words lunge, depending, behavior, and situation will be explored in depth during the close of the reading 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 “Cooper the Crocodile”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 2 General Academic Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words		lunge depending behavior situation	
Sayings and Phrases			

- Explain that students will examine another high-frequency word.
- Display this lesson’s high-frequency word: *much*.
- Circle the ‘ch’ at the end of the word. Remind students that they have learned that the basic code spelling for /ch/ is usually *ch*; however, sometimes it is spelled *tch*.
- Remind students that if the final /ch/ sound comes after a short vowel sound, it is usually spelled *tch*, like in *matchstick* or *unhitch*. Remind students that if the final /ch/ sound comes after a long vowel sound, it is usually spelled *ch*, like in *teacher* or *encroaching*.

- Point out the vowel sound /u/ in *much*. *Much* is an exception to these rules, as the 'u' makes the /u/ sound and this word ends with a *ch* instead of the expected *tch*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word *themselves*: /m/ /u/ /ch/. For additional support, display the Spelling Cards for each sound.
- Invite students to turn to a partner and use the word in a sentence.
- Display the following words from this lesson's section of the Reader: *depending, behavior* and *situation*.
- Pause to use the Glossary in the Reader to discover the pronunciation and definition of: *lunge, depending, behavior, and situation*.
- Direct students to hold their hand in front of their mouth, cupping it to bounce the sound back to themselves, and read each word aloud.
- Ask for volunteers to demonstrate and decode these words: de/pend/ing (*de*); be/hav/ior (*be*); sit/u/a/tion ('u', 'a').
- Guide the class in continuing to read Chapter 2, pages 33–36.
- Move students into four groups. Point out that this section contains eight paragraphs. Each group will chorally read aloud two paragraphs. Assign the two paragraphs to each group.
- Begin reading, pointing to each group to indicate when they should begin chorally reading.
- Use strategic prompts to check for comprehension and for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
 1. **Inferential.** What does the word *modify* mean on page 34? (*Modify means to change something based on what's happening around you*) What words or phrases help you understand the meaning of the word *modify*? (*change, depending on the situation, and wait*)
 2. **Inferential.** On page 33 and 34, what key idea do you learn about crocodiles? (*can still hunt completely under water, depend on element of surprise to catch prey, use the advantage of hiding in the water to hunt*)
 3. **Inferential.** What does the crocodile's conversation with Annie on page 34 reveal about him? (*he asked Annie questions, so he is interested in what she has to say; the text also says that he was eager to help her understand, so he must want her to learn more about crocodiles*)

Support

Mark the paragraphs prior to reading the text chorally as a class.

4. **Evaluative.** Based on what Annie said to her parents and the guide on page 36, what will Annie most likely do next? (continue to have conversations with animals, keep learning about animals, take notes in her notebook)

- Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed such as:

- On page 34, the word *modify* means _____.
- A key idea I learn about crocodiles on pages 33–34 is _____.
- The crocodile’s conversation with Annie on page 34 shows that he is _____.

Activity Page 9.1



Challenge

Have students use words from this lesson’s portion of the Reader to write a new scene of dialogue.

WRAP UP (5 MIN.)

- Distribute Activity Page 9.1. Read aloud the directions. Remind them that they must use words from the provided Word Bank, which is made up of words from this lesson’s section of the Reader, (*depending, behavior, situation, movement, eloquently and advantage*).
- Remind students to write their response in cursive, leaving space between words.
- Circulate and monitor as students write in cursive on Activity Page 9.1, providing corrective 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 ‘d’ a bit taller to match the height of your other letters.”



Activity Page 9.1: Encode and Apply

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

End Lesson

BUILD

Reading Fluency

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will follow, restate, and give oral instructions that involve reading aloud with appropriate accuracy, rate, and expression. **TEKS 3.1.B**

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

Reading

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

TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 10.1

Scoop Phrases

TEKS 3.1.C; TEKS 3.4

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			
Review Reading Rate, Phrasing, and Expression in Reading Fluency	Whole Group	10 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> <i>A Talk with Animals</i> (p. 20) <input type="checkbox"/> Grade 3 Foundational Skills Record
Practice Scooping Phrases	Whole Group	10 min.	<input type="checkbox"/> Practice Scooping Phrases (TR 10.1) <input type="checkbox"/> Practice Scooping Phrases (Digital Component 10.1) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> <i>A Talk with Animals</i> (pg. 20)
Reading			
Partner Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 27–28) <input type="checkbox"/> Anecdotal Reading Record

ADVANCE PREPARATION

Note to Teacher

Unit 2 specifically focuses on the reading fluency skills of phrasing, reading rate, and expression. The Fluency Self-Reflection Rubric is specifically designed to highlight those skills but does not represent the entire spectrum of reading fluency skills. 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 prosody. 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. The rubric displayed on the Fluency Self-Reflection Rubric matches the one provided in the Fluency Supplement.

Foundational Skills

- Practice reading the passages. Consider prerecording the readings.
- Write sentences with meaningful phrases on sentence strips to be cut apart.

➤ Digital Component 10.1

- Create an enlarged version of Practice Scooping Phrases to display, or prepare to display the digital version.
- Have Practice Scooping Phrases document (TR 10.1) available for students to reference.

Reading

- Preview the section of the Reader that will be reread during this lesson.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress: Grade 3 Fluency Record and Anecdotal Reading Record

Universal Access

- Write sentences from *A Talk with Animals* page 20 on sentence strips to support Scooping Phrases activity.
- Prepare an audio recording, like a podcast, for students to analyze fluency.
- Prepare sentence stems to provide to students:
 - I notice that . . .
 - In this picture, I see . . .

- Prepare to have students write on sentence strips or index cards.
- Select a short passage from the Reader and provide a timer for students to use as they read it aloud.
- Prepare texts of famous speeches from American history such as Washington or Lincoln's Gettysburg Address for students to analyze.
- For additional support with reading and fluency, provide students with a passage from the text with the punctuation and capitalization removed.

Start Lesson

Lesson 10: Build Reading Fluency

Foundational Skills



Primary Focus: Students will follow, restate, and give oral instructions that involve reading aloud with appropriate accuracy, rate, and expression. **TEKS 3.1.B**

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

Activity Page 10.1



Support

Model how to separate a sentence into meaningful phrases using sentences written on sentence strips. Demonstrate using scissors to cut the strips accordingly. Consider including non-examples to illustrate what does not constitute a meaningful phrase.

REVIEW READING RATE, PHRASING, AND EXPRESSION IN READING FLUENCY (10 MIN.)

- Direct students to turn and talk to his or her partner to answer the prompt: What do strong readers do when reading aloud that makes it engaging for the listener? Listen for students to reference expression, rate, tone, and volume as characteristics of engaging read alouds.
- Explain that all the great things the students mentioned about a well-read story happen when the reader reads fluently.
- Have students open to Activity Page 10.1, the Fluency Self-Reflection Rubric.
- Read the description of a fluent reader. Tell students that this is not a complete list of what makes a fluent reader but that these are the skills students will work on throughout the school year. Review the meaning of each skill.
- Invite students to read the criteria for Advanced fluency.
- Keep the reading fluency skills displayed while reading the first paragraph of Chapter 2 of *A Talk with Animals*, starting on page 20. Plan to read the

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.

paragraph several times, demonstrating various of degrees of fluency based on the criteria provided:

- First read: Read the paragraph very quickly. Students should score the Rate criterion as Basic on the rubric.
- Second read: Read the paragraph, mispronouncing words and grouping them into meaningless phrases. Students should score the Accuracy criterion as Basic on the rubric.
- Third read: Read the paragraph with no feeling. Students should score the Prosody criterion as Basic on the rubric.
- Read the paragraph a final time, ensuring that reading rate, phrasing, and expression are all done well.
- After each read, direct students to turn to his or her partner and evaluate your fluency using the rubric.
- Have students access their copies of *A Talk with Animals* and echo read the paragraph with excellent fluency which includes appropriate accuracy, steady rate of reading, and good expression throughout the Reader.

PRACTICE SCOOPING PHRASES (10 MIN.)

- Remind students that one strategy for reading more fluently is to scoop phrases. Ask students to discuss with a turn and talk partner to explain, in their own words, what it means to scoop phrases. (*Scooping phrases involves grouping words together in a way that makes sense and flows naturally when you read them aloud.*)
- Focus students back on the first paragraph of Chapter 2 of *A Talk with Animals*, starting with “The riverbank was . . .” and ending with “. . . a small notebook.”
- Display Practice Scooping Phrases (Digital Component 10.1 or distribute copies of TR 10.1)
- Display the phrases:
 - “The riverbank,” “was busy,” “with lots of animals”
 - The riverbank was busy,” “with lots of animals”
- Read aloud the first sentence. Model how to scoop phrases by looking for groups of words that go together to form meaningful phrases. Point out that there is more than one way to group words.
- Repeat this process with the rest of the sentences in the paragraph.
- Explain that words might go together because they describe the setting, a



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Listening

Listening

Beginning

Play a simple audio recording (such as a podcast). Slow down the rate of speech. Encourage students to listen attentively and observe for fluency as a model.

Intermediate

Play an audio recording of fluent reading (such as a podcast) and have students listen for fluent reading, appropriate rate, expression, smoothness, and phrasing.

Advanced/Advanced High

Play an audio recording (such as a podcast) and in pairs, have students discuss the impact of fluency on their comprehension and understanding of the content.

ELPS 2.F

Challenge

Direct students to think of more than one way of scooping the phrases in the focus passages and explain their thinking for why both options can be correct.

character, or the action. As you read, use hand gestures to show where you would naturally group words together to form meaningful phrases.

- Point out how punctuation marks, such as commas, periods, and question marks, guide the scooping of phrases. Show how these marks indicate natural pauses and help in grouping words together.
- Encourage students to notice how the phrases flow naturally and make sense in the context of the passage.
- Move students into partners. Direct them to practice scooping phrases in the second paragraph on page 20.
- Circulate and monitor, asking pairs to explain their thinking for choosing their phrases.
- Have students open to Activity Page 10.2.
- Direct students to read the sentence and scoop groups of words that flow naturally together. Have students then explain their thinking, in cursive writing, for just one of the phrases they chose.
- Provide a sentence frame: Reading in phrases is important because _____.
- Circulate and monitor to check for corrective letter formation in cursive. 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.”

Activity Page 10.2



Activity Page 10.2: Scoop Phrases

Collect Activity Page 10.2 and assess students' ability to group words to create phrases that are meaningful when read aloud. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 10: Build Reading Fluency

Reading



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

PARTNER READ A TALK WITH ANIMALS (10 MIN.)

- Explain that today students will reread a portion of Chapter 2 of their Reader, *A Talk with Animals*, “Cooper the Crocodile,” starting on page 27.
- Ask: Can you share key events or details from *A Talk with Animals* that you remember happening so far? Provide sentence stems for student responses: One key event so far is . . . One detail from the story is . . .
- Tell students that today’s reading will focus on the fluency skills highlighted throughout today’s lesson: phrasing.
- Starting on page 27, model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Instruct students to read page 27 in partners, paying attention to reading in phrases.
- Prompt students to turn to a partner and discuss: How can we improve our accuracy when reading? (*Read more often. Apply our phonics skills. Memorize sight words. Preview the text.*)
- Ask students to silently reflect on their phrasing in that passage.
- Prompt students to turn to a partner and discuss: How would you describe Annie’s feelings in this passage? (*nervous, stunned, confused*)
- Direct students read page 28.
- Instruct students to continue reading in partner pairs.
- Prompt students to turn to a partner and discuss: How does Annie respond to the crocodile in this passage? What do her words and actions reveal about her?
- Provide a sentence stems: Annie responds to the crocodile by . . . I know this because on page ____ it the text says . . .)

Reader



Pages 27–28

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.



Reading

Reading/Viewing Closely

Beginning

Pair students and assign each pair a section of a text. Ask students to examine the images in the text and explain what they see in the illustration using sentence stems such as “I notice that . . .” or “In this picture, I see . . .”

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 and confirming the correct order together.

Advanced/Advanced High

Provide a short passage from the Reader and have students time themselves as they read aloud. Have them aim for a specific rate (e.g., words per minute). Repeat the activity multiple times to track their words per minute progress.

ELPS 4.F

Challenge

Share the text of famous speeches from American history such as Washington or Lincoln’s Gettysburg Address. Ask students to discuss the emotions that these words evoke. Guide students in reading the text, focusing on the aspects of fluency that help them to convey these emotions.

- Prompt students to turn to a partner and discuss: What is the most likely reason Cooper is a bit irritated with Annie?
- Provide a sentence stems: Cooper acts _____. I know this because _____. (*Cooper acts a little irritated and confused but forgiving. I know this because he asks her why she chased the zebras away and then patiently suggests she understand situations better before making decisions.*)
- Prompt students to turn to a partner and discuss: How can we change the way we read the text to demonstrate the characters’ words and actions that reflect what is happening in the story? (*speak calmly but sternly*)
- As needed, use the Grade 3 Fluency Record to track students’ ability to read with appropriate phrasing.



Check for Understanding

As students chorally read, walk around and observe students’ phrasing. Make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Lesson 10: Differentiated Instruction

Additional Support

MORE HELP WITH READING AND FLUENCY

- Add a physical element to working with phrasing by having students gently tap their fingers when reaching the end of a meaningful phrase. Students may also use their finger to create sweeping motions directly on the page below the text as they read to demonstrate the “scooping” concept.
- Provide students with a passage from the text with the punctuation and capitalization removed. Challenge students to try to determine how the words could work together without the aid of visual punctuation cues. Start by identifying where end marks should be placed and then challenge them to identify where a comma might go based on reading in meaningful phrases.
- Choose a passage for the students to read from the Fluency Supplement. Have students read the passage aloud. After reading discuss different phrases or expressions in the passage. Discuss how you can read the passage with those phrases and expressions. Have students reread the passage.

11

INTRODUCE

Suffixes –ed
and –ing

PRIMARY FOCUS OF LESSON

Foundational Skills


Students will identify the meaning of and use words with the –ed and –ing affixes.

 **TEKS 3.1.B; TEKS 3.3.C; TEKS 3.2.D**


Students will collaboratively identify the meaning of and use words with the –ed and –ing affixes. **TEKS 3.1.D**

Reading


Students will read Chapter 3 of *A Talk with Animals* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**


 Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**


Students will identify the meaning of and use words with the –ed and –ing affixes.

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

Students will read and pronounce Tricky Words *leopard* and *camouflage*.

 **TEKS 3.1.C; 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 11.1


Determine the Meaning with a Suffix

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

Activity Page 11.2

Reader Response

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

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, y, and -ful; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Suffixes <i>-ed</i> and <i>-ing</i>	Whole Group	5 min.	<input type="checkbox"/> Suffixes <i>-ed</i> and <i>-ing</i> (TR 11.1) <input type="checkbox"/> Suffixes <i>-ed</i> and <i>-ing</i> (Digital Component 11.1) <input type="checkbox"/> Activity Page 11.1 (Digital Component 11.2) <input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Practice with Suffixes and Meaning	Small Group	10 min.	<input type="checkbox"/> Activity Page 11.1
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 38–46)
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 11.2
Take-Home Material			
Suffixes <i>-ed</i> and <i>-ing</i>			<input type="checkbox"/> Activity Page 11.3

ADVANCE PREPARATION

Foundational Skills

- Predetermine small groups to work together to complete Activity Page 11.1.

➤ Digital Component 11.1

- Create an enlarged version of Suffixes *-ed* and *-ing* to display, or prepare to display the digital version.
- Have Suffixes *-ed* and *-ing* document (TR 11.1) available for students to reference.

➤ Digital Component 11.2

- Create an enlarged version of Activity Page 11.1 to display, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson in order to model fluent reading and to direct the class in reading their assigned dialogue. Consider using sticky notes to mark this section and mark the vocabulary word: *canopy*.

Universal Access

- Provide a list of the base words that students will encounter in this lesson along with simple definitions. Allow students to preview these before instruction to build familiarity with their meaning, pronunciations, and spelling. These words include: *walk, adapt, confirm, expect, destroy, land, climb, plant, look, compliment, widen, finish, scout, draw, sleep, keep* and *hunt*.
- Prepare sentences with missing verbs.
- Provide a sentence frame to guide students in using *-ed* and *-ing* verbs:
After the game, I felt (exhausted/excited).
- Prepare to show images of a forest and a leopard.



Foundational Skills

Foundational Literacy Skills

Beginning

In pairs, have students create a chart that lists a root word, the word with *-ed*, and the word with *-ing*. Have students discuss how the meaning changes when the suffix is added.

Intermediate

Provide sentences with missing verbs and, in pairs, have students complete them using the correct *-ed* or *-ing* form. For example, "She was (excite) about her upcoming trip." or "He (amaze) everyone with his talent."

Advanced/Advanced High

Provide a sentence frame to guide students in using *-ed* and *-ing* verbs: "After the game, I felt ____ (exhausted/excited)." Have students create their own sentences and read them aloud to with a partner. Challenge students to come up with a new sentence that uses the word with the other suffix (i.e., if the sentence included "exhausted", have them come up with a sentence with "exhausting").

ELPS 1.E

Lesson 11: Introduce Suffixes *-ed* and *-ing*

Foundational Skills

15M

Primary Focus: Students will identify the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.1.B; TEKS 3.3.C; TEKS 3.2.D**

Students will collaboratively identify the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.1.D**

INTRODUCE THE SUFFIXES *-ED* AND *-ING* (5 MIN.)

- Display Suffixes *-ed* and *-ing* (Digital Component 11.1). Invite a student volunteer to read aloud the definition of *suffix*.
- Introduce *-ed* and *-ing* as suffixes, and explain how they change the meaning of a word.
- Ask: Do the meanings of *-ed* and *-ing* change when added to the end of a word? (*The meanings of -ed and -ing do not change.*)
- Explain to students that sometimes, adding *-ed* or *-ing* requires changing the word's form because letters have to be removed, replaced, or doubled. However, this unit will focus on words that do not need to change to accommodate the *-ed* or *-ing* suffixes.
- Write the words *land* and *climb* on the board. Prompt students to turn to a partner and orally add the suffixes *-ed* and *-ing* to each word, making a new word (*landing, landed, climbing, climbed*).
- Prompt students to Think-Pair-Share: How did adding each suffix change the meaning of *land* and *climb*? (*Adding -ed to each word makes the action something that has already happened. Adding -ing to each word makes the action something that is ongoing or something that is currently going on.*)
- Write *plant* and *look* on the board.
- Ask: How do I make each one of these words past tense? (*Add -ed to each word.*)
- Add the suffix *-ed* to each word and decode the words: /p/ /l/ /a/ /n/ /t/ /e/ /d/ and /l/ /oo/ /k/ /t/.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as in- (into), non-, dis-, im- (not, non), pre-, -ness, y, and -ful.

Activity Page 11.1



Support

Provide students with a list of base words and definitions before and during the lesson. This will build and support familiarity with words' meaning, pronunciations, and spelling.

- Add the suffix *-ing* to each word and decode the words: /p/ /l/ /a/ /n/ /t/ /ee/ /ng/.
- Write the new meaning: the process of change is happening.

PRACTICE WITH SUFFIXES AND MEANING (10 MIN.)

- Ask students to open to Activity Page 11.1 while you display the Digital Component 11.2. Focus students on question 1.
 - Read the sentence. Invite a student volunteer to the board to identify and underline the word with the suffix *-ed* or *-ing* (*adapting*).
 - Use sound-by-sound blending to decode the word.
 - Clap the syllables while saying the word, prompting students to echo the clapping and pronunciation of the word.
 - Circle the suffix (*-ing*). Ask students to stand and walk in place (*to represent the suffix -ing*) or take a few steps backward (*to represent the suffix -ed*) based on the suffix in the word. Confirm that students should be walking in place.
- Read the meaning of the base word.
- Determine how the meaning changed with the addition of the suffix.
 - Think aloud the meaning of the word adapt and how adding *-ing* helps readers understand that it means that the change is happening at the present time.
- Organize students into small groups.
- Focus students' attention on questions 2–4 of Activity Page 11.1.
- Direct students to follow the process they just practiced to identify the meaning of and define words with the suffixes *-ed* and *-ing*.
- Ask students to work together and complete Activity Page 11.1 with their group. Circulate and monitor groups, providing support as needed, including providing feedback for proper letter formation of cursive writing. Offer feedback such as:
 - “Ensure that your letters are properly spaced and don't run into each other.”
 - “Focus on maintaining consistent slant and angle throughout your writing.”
- Instruct groups to choose one of the words to silently pantomime (*adapting*, *confirmed*, *expecting*, and *destroyed*). Invite each group to act out the

meaning of their chosen word or a scenario that demonstrates the word's meaning. Allow time for groups to plan and rehearse.

- Have groups take turns acting out their word while other groups guess.



Check for Understanding

Observe as small groups complete Activity Page 11.1. Listen to check students' ability to accurately identify the meaning of and use words with the *-ed* and *-ing* affixes.

Lesson 11: Introduce Suffixes *-ed* and *-ing*

Reading



Primary Focus: Students will identify the meaning of and use words with *-ed* and *-ing* affixes. **TEKS 3.3.C; TEKS 3.2.D**

Students will read Chapter 3 of *A Talk with Animals* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read and pronounce Tricky Words *leopard* and *camouflage*. **TEKS 3.1.C; TEKS 3.2.A.vii**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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 A TALK WITH ANIMALS (10 MIN.)

- Explain that today, students will start reading Chapter 3 of *A Talk with Animals*, "Lenny the Leopard" starting on page 38.
- Prompt students to Think-Pair-Share to give an oral retell of Chapter 2 of *A Talk with Animals*, "Cooper the Crocodile." (*Annie spots crocodiles and yells so that zebras will not cross the river. A crocodile emerges from the water and*

Reader



Pages 38–46

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.C** Identify the meaning of and use words with affixes such as in- (into), non-, dis-, im- (not, non), pre-, -ness, y, and -ful; **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.



Reading

Reading/Writing

Beginning

Show images of a forest and a leopard. Ask students to answer by restating the question. For examples, a leopard is yellow and has black spots.

Intermediate

In small groups, have students write a few sentences about the habits of a leopard using vocabulary from the Reader (i.e., exploring, scouting, hunting). Have them take turns listening and reading their sentences aloud to other groups.

Advanced/Advanced High

In pairs, have students write a short summary of today's reading. Have them provide as many key details as they can. Have them read their summaries aloud to the class.

ELPS 2.G; ELPS 4.G

has a conversation with Annie. They talk about how crocodiles hunt and the physical features that allow crocodiles to swim well.)

- 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 and divide the words into syllables. Go over the correct pronunciation of each word.

canopy,

1. n., a layer of something that spreads over an area like a roof

Example: The campers could see the stars through gaps in the forest canopy.

2. v., to cover something

Example: The tall trees canopied over us, providing shade while we hiked through the jungle.

- 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 canopy will be explored in depth during the close of the reading 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 "Lenny the Leopard"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words	canopy		
Sayings and Phrases			

- Display the Tricky Words *leopard* and *camouflage*, read each word, and use it aloud in a sentence.
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.

- Tricky Word: *leopard* (explain that the letters *eo* are pronounced /e/)
- Tricky Word: *camouflage* (explain that the second letter 'a' is pronounced /o/, and the letters *ge* are pronounced /zh/)
- Invite students to share what they already know about the meanings of these words.
- Write the following words on the board: *complimented*, *widened*, *finished*, *scouted*, *drawing*, *sleeping*, *keeping* and *hunting*.
- Draw a t-chart, then ask students to help you separate the words into two categories: in the past, current/ongoing. Then underline the base word and circle the suffix in each word with the support of students.
- After modeling, ask students to come up to the board to decode and categorize.
- Guide the class in reading a section of Chapter 3, pages 38–46.
- Model fluent reading. Read the 1–2 sentences on page 38.
- Point out that the next section of the Reader includes a lengthy dialogue between two characters, Annie and Lenny the Leopard.
- Divide the class into two groups. Assign one group to be the voice of Annie and one to be the voice of Lenny. When reading, remind students to speak at an appropriate rate, enunciate your words, and speak with expression. while maintaining eye contact.
- Guide each group in marking which paragraphs contain dialogue spoken by each character.
- Point out that the first and last paragraphs on page 41 are descriptive; those can be read by the teacher or an individual student.
- Guide the class in choral reading from pages 38–46. Point to each character group to indicate when it is their turn to read aloud. Coach them to use appropriate expressions to relay their assigned dialogue.
- 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. **Inferential:** How do Annie's thoughts and actions reveal her feelings about the forest? (*Annie feels in awe because . . . I know this because on page _____ she . . .*)

2. **Literal:** According to the text, what helped Annie identify the leopard? (*golden fur with black rose-shaped spots*)
 3. **Evaluative:** What details from the text supports the idea that a leopard's fur is essential for their survival? (*The leopard's fur is beneficial to its survival. According to page ____ . . .*)
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
 - Annie feels _____. I know this because on page _____, she _____.
 - According to the text it is ...
 - According to page _____, the leopards fur is _____.

Activity Page 11.2



Challenge

Challenge students to examine the Word Bank in Activity Page 11.2 and highlight the words that could easily transfer from *-ed* to *-ing* and vice versa.

Activity Page 11.3



WRAP UP (5 MIN.)

- Invite students to rejoin their small group from earlier in the lesson.
- Have students open to Activity Page 11.2. Direct students' attention to the Word Bank. Explain to students that these words are in the section of the Reader they read in this lesson.
- Instruct students to choose two words (one with the suffix *-ed* and one with the suffix *-ing*) from the Word Bank and write a sentence with each word.
- Remind students to write their sentences in cursive, leaving spaces between words.



Activity Page 11.2: Reader Response

Collect Activity Page 11.2 and assess students' ability to use words with the *-ed* and *-ing* affixes.

End Lesson

Lesson 11: Introduce Suffixes *-ed* and *-ing*

Take-Home Material

- Have students take home Activity Page 11.3 to complete.

Lesson 11: Differentiated Instruction

Additional Support

MORE HELP WITH AFFIXES

- Provide students with a mnemonic to remember the terms *affix*, *prefix*, and *suffix*. Point out the first letter in each term. The 'a' in *affix* can remind students that this word refers to all of the elements that can be added to a base word; *affix* and all both start with 'a.' Point out that 'p' comes before 's' alphabetically, and prefixes come at the beginning of base words while suffixes come at the end.
- Later in this program, students will learn the suffixes *-ness*, *-y*, and *-ful*. Challenge students to apply these suffixes to the base words presented in this lesson and determine if they make real words.
- Encourage students to begin an Affix Glossary that has affixes, their meanings, and examples. This can be added to as additional affixes are covered over the course of the school year.

12

PRACTICE

With the Suffixes
–ed and –ing

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will follow, restate, and give oral instructions that involve identifying the meaning of and use words with the –ed and –ing affixes. **TEKS 3.1.B**

Students will work together to identify the meaning of and use words with the –ed and –ing affixes. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.C**

Reading

Students will identify the meaning of and use words with the –ed and –ing affixes. **TEKS 3.3.A; TEKS 3.3.C; TEKS 3.2.D**

Students will read and pronounce the Tricky Word *territorial* and the high-frequency word *group*. **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 3.1.C; TEKS 3.2.B.vii; TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 12.1

Build a Word

TEKS 3.2.D; TEKS 3.3.A; TEKS 3.3.C

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identify and reading high-frequency words from a research-based list; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and then conventions of language to communicate ideas effectively; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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 the Suffixes <i>-ed</i> and <i>-ing</i>	Whole Group	5 min.	<input type="checkbox"/> Suffixes <i>-ed</i> and <i>-ing</i> (TR 11.1) <input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Activity Page 12.1 (Digital Component 12.1) <input type="checkbox"/> Grade 3 Foundational Skills Record
Practice with Suffixes and Meaning	Small Group	10 min.	<input type="checkbox"/> Activity Page 12.1
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 46–52) <input type="checkbox"/> whiteboards and dry erase markers
Wrap Up	Small Group	5 min.	<input type="checkbox"/> Activity Page 12.2

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the dictionary definition of maintain.
- Prepare access to a dictionary for each student.
- Predetermine the four groups for the Jigsaw activity with Activity Page 12.1.

➤ Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 to display, or prepare to display the digital version.
- Have the document Suffixes *-ed* and *-ing* (TR 11.1)

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: *contact* and *tracking*. Display vocabulary on the board for students to decode.
- Predetermine student pairs to work together to complete Activity Page 12.2.

Universal Access

- Create a digital storyboard for the Reader to support students with comprehension. Doing so will allow them to visually track the sequence of the story.
- Provide students with sentence frames that have a definition already incorporated into the sentence that represents the *-ed* or *-ing* form of the word.
- Consider compiling high-frequency words from the program into a reference sheet or on a Word Wall.

Start Lesson

Lesson 12: Practice With the Suffixes *-ed* and *-ing*

Foundational Skills

10M

Primary Focus: Students will follow, restate, and give oral instructions that involve identifying the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.1.B**

Students will work together to identify the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.A; TEKS 3.3.C**



TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

REVIEW THE SUFFIXES –ED AND –ING (5 MIN.)

- Display the word *maintain*.
- Invite a student to use a print or online dictionary to clarify the meaning of *maintain*. (*to continue or carry on over a period of time*)
- Ask: What suffix could we add to *maintain* to show the action has already happened in the past? (–ed)
- Ask: What word is formed when adding –ed to *maintain*? (*maintained*)
- Ask: What suffix could we add to *maintain* to show that the action is still happening in the present? (–ing)
- Ask: What word is formed when adding –ing to *maintain*? (*maintaining*)
- Display Suffixes –ed and –ing from Lesson 11.
- Prompt students to turn and talk: Spell *maintained* and *maintaining* using the spelling rules for adding a suffix.

PRACTICE WITH SUFFIXES AND MEANING (10 MIN.)

- Have students open to Activity Page 12.1 and display Digital Component 12.1. Invite a student volunteer to read aloud the directions for Part A. Complete the first row of Activity Page 12.1 as a whole group with the word *paint*. Draw an image for *paint*, look up the definition using a dictionary, and write the definition next to *paint*. Then write *paint* with –ed (*painted*) and –ing (*painting*). Have students restate the instructions before being split up into small groups.
- Organize students into four small groups. Clarify that their group is only in charge of collaborating to completing one row.
- Distribute print dictionaries or provide students access to an online dictionary.
- As students work, circulate and observe. Provide immediate and corrective feedback as necessary such as, “Remember which suffix shows the action has already happened and which one shows the action is still happening.”
- Assign each small group a letter: A, B, C, or D.
- Instruct students to form a new group with one member from each letter group.
- Have each member share their responses to complete the full table.
- Focus students on Part B. Read aloud the directions. Release students to complete Part B.

Activity Page 12.1



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Foundational Literacy Skills

Beginning

Have students create a set of word cards with –ed and –ing verb forms. Ask students to sort the cards into the appropriate categories based on the suffix. Have them compare with a partner.

Intermediate

In pairs, have students read an excerpt from the Reader. Have them identify the verbs with –ed and –ing. Have them compare with another pair to see if they found all of the words.

Advanced/Advanced High

In pairs, have students write a few sentences that include as many –ed and –ing verbs as possible. Then they can read their sentences aloud.

ELPS 1.C



Activity Page 12.1: Build a Word

Collect Activity Page 12.1. to assess students' ability to accurately identify the meaning of and use words with the *-ed* and *-ing* affixes.

Lesson 12: Practice With the Suffixes *-ed* and *-ing*

Reading

15M

Primary Focus: Primary Focus: Students will identify the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.3.A; TEKS 3.3.C; TEKS 3.2.D**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read and pronounce the Tricky Word *territorial* and the high-frequency word *group*. **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 3.1.C; TEKS 3.2.B.vii; TEKS 3.3.B**

READ A TALK WITH ANIMALS (10 MIN.)

- Explain that today, students will finish reading Chapter 3 of *A Talk with Animals*, "Lenny the Leopard" starting on page 46. Have students review what was read previously.
- 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 and divide the words into syllables. Go over the correct pronunciation of each word.

contact

1. n., touching something

Example: Her fingers were in contact with the volleyball when she hit it over the net.

Reader



Pages 46–52

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and then 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.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.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 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

2. n., information for a person that enables someone to reach them by phone, email, or mail
 Example: I have many contacts in my phone so that I can reach my friends and family easily.

tracking

1. v., to find somebody or something by following the marks, signs, or information they have left behind
 Example: The detective was tracking the clues to help solve the mystery.

2. v., to gather information about something
 Example: The teacher was tracking all of her students' progress with math facts.

- 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 tracking and contact will be explored in depth during the close of the reading 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 “Lenny the Leopard”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words	tracking	contact	
Sayings and Phrases			

- Explain that students will examine another high-frequency word.
- Display this lesson’s high-frequency word: *group*.
- Circle *gr*. Remind students that a consonant blend is two letters that still make their individual sounds.



Reading

Reading/Viewing Closely

Beginning

In pairs, have students create a Venn Diagram comparing human legs and leopard legs.

Intermediate

In small groups, have students discuss how leopards climb trees and compare them to other animals and humans. Who can climb trees? Who cannot? Have the groups write a few sentences explaining their answers.

Advanced/Advanced High

In pairs, have students discuss and then fill out a two-column chart with the central idea and key details from the Reader.

ELPS 3.G; ELPS 4.I

- Have students chorally read the other high-frequency words in this unit that contain a consonant blend: (*walk, talk, being, drink* and *long*.)
- Underline the vowel team *ou*. Point out that the vowel team *ou* can be pronounced in five different ways. In *group*, the 'ou' makes the long /oō/ sound. Ask students what incorrect spellings could also be used to spell a word that sounds like *group*. (*grupe, grewp, groop*) Remind students that the more they read and write words that could be spelled in different ways, the more they will spell them correctly and read them more fluently.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /g/ /r/ /oō/ /p/. For additional support, display the Spelling Cards for each sound.
- Display Tricky Word *territorial*, read the word, and use it aloud in a sentence.
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered.
 - Tricky Word: *territorial* (explain that the letter 'e' is pronounced /ae/; the second letter 'i' is pronounced /ee/)
- Invite students to share what they already know about the meanings of this word.
- Explain that students will be choral reading the next section of Chapter 3, pages 46–52.
- Point out that the next section of the Reader includes a lengthy dialogue between two characters, Annie and Lenny the Leopard.
- Ask students to partner read the dialogue. Partner A will be Annie. Partner B will be Lenny.
- Guide each group in marking which paragraphs contain dialogue spoken by each character.
- While in partner reading, coach students to use appropriate expression to relay their assigned dialogue.
- 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. Example prompts include:
 1. **Inferential:** What conclusions can you draw from the text about leopards running long distances? (*Their legs are powerful and can run quickly, but only for short distances.*)
 2. **Evaluative:** What key details on page 48 support the idea that trees help keep leopards safe? (*Sleeping in trees keeps leopards safe from other*

animals. They observe other animals from the trees, They can hide their food in trees, They are good climbers and can grip the limbs to avoid falling out.)

3. **Inferential:** How do Lenny's words about traveling and hunting alone change Annie's feelings about her brother? (*She thought differently about tagging along. It would be lonely without him.*)

- Ensure that students are speaking coherently about the Reader by using the following sentence stems:
 - The details on p. 48 support the idea that... Annie changes her feelings towards her brother because... After reading the text, I can see that leopards...

WRAP UP (5 MIN.)

- Have students open to Activity Page 12.2. Invite a student volunteer to read the directions aloud.
- Move students into pairs. Clarify that students will work together to determine the key events to include in their retelling of pages 46–52 of their Reader. Point out that the prompts can be used as hints, but they do not need to answer each one of them.
- Circulate and monitor as students write in cursive on Activity Page 12.2 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."
 - "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."



Activity Page 12.2: Practice with Retelling

Consider collecting Activity Page 12.2 to assess students' ability to retell key events from a text and demonstrate reading comprehension.

End Lesson

Challenge

Challenge students to rewrite some of the information from the Reader as if it were a nonfiction text. Facilitate a discussion about how the vocabulary, sentence structure, text and graphic features, and tone might change . . .

Activity Page 12.2



Lesson 12: Differentiated Instruction

Additional Support

MORE HELP WITH SUFFIXES

- To assist students in accurately using words with the suffixes *-ed* and *-ing*, provide students with sentence frames that have a definition already incorporated into the sentence that represents the *-ed* or *-ing* form of the word. Students then read a word list with definitions of the base word and choose the correct base word for the sentence. Students determine whether to add the *-ed* or *-ing* suffix based on the definition in the sentence.
- Later in this program, students will learn the suffixes *-ness*, *-y*, and *-ful*. Challenge students to apply these suffixes to the base words presented in this lesson and determine if they make real words.

MORE HELP WITH HIGH FREQUENCY WORDS

- At this point in the program, students have been introduced to a number of high-frequency words. Consider compiling these into a reference sheet or on a Word Wall to write a closely-related passage.

13

REVIEW

Suffixes –ed and –ing

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will follow, restate, and give oral instructions that involve identifying the meaning of and use of words with –ed and –ing affixes. **TEKS 3.1.B**

Students will identify the meaning of and use words with the –ed and –ing affixes. **TEKS 3.3.C; TEKS 3.2.D**

Reading

Students will identify the meaning of and use words with the –ed and –ing affixes. **TEKS 3.1.B; TEKS 3.1.C; TEKS 3.1.E; TEKS 3.3.C**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read and pronounce the Tricky Words *favorite* and *successful*. **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

Determine the Meaning with a Suffix

TEKS 3.1.B; TEKS 3.3.C; TEKS 3.2.D

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.C** Identify the meaning and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review and Practice the Suffixes <i>-ed</i> and <i>-ing</i>	Independent	10 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Suffixes <i>-ed</i> and <i>-ing</i> (TR. 11.1) <input type="checkbox"/> Activity Page 13.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>A Talk with Animals</i>	Whole Group	10 min.	<input type="checkbox"/> <i>A Talk with Animals</i> (pp. 54–59) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Small Group	10 min.	<input type="checkbox"/> Activity Page 13.2
Take-Home Material			
Define Words			<input type="checkbox"/> Activity Page 13.3



Foundational Skills

Foundational Literacy Skills

Beginning

Provide a word bank of base words. In pairs, ask students to write sentences using the *-ed* and *-ing* forms of those words. Have students discuss in pairs what the words mean with *-ed* and *-ing* at the end. Provide a sentence frame: When a word has [suffix], it means ____.

Intermediate

Provide sentences with missing verbs. In pairs, have students fill in the correct verb with *-ed* or *-ing*. Have students discuss the meaning of the sentences. Ask how the meaning would change with a different suffix?

Advanced/Advanced High

Provide a list of suffixes. In pairs, have students search for words in books, magazines, or other texts that contain those suffixes. Have pairs compare with other pairs the words they found. Encourage students to listen to the words that the other pair found and compare to their list to determine if they found any of the same words. They can discuss the meaning of unknown words. Provide a sentence frame: [word] might mean ____ because ____.

ELPS 1.C; ELPS 2.G

ADVANCE PREPARATION

Foundational Skills

- Gather and prepare to display Suffixes *-ed* and *-ing* from Lesson 11.

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: *swirling*, *scale*, and *highlight*. Display vocabulary on the board for students to decode.
- Predetermine small groups for the Wrap Up activity.
- 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.

Universal Access

- Create a word bank of base words for students to practice adding *-ed* and *-ing*.
- Provide sentences with blanks for students to fill in with the missing verb ending with *-ed* or *-ing*.
- Provide a list of suffixes for students to refer to.
- Gather age-appropriate books, newspapers, or magazines that have final suffixes for Emergent Bilingual Students to look through.
- Prepare sentence frames to provide to students:
 - [Word] might mean ____ because ____.
 - Annie and her parents most likely want to share their pictures and stories to _____.

Lesson 13: Review Suffixes *-ed* and *-ing*

Foundational Skills



Primary Focus:

Students will follow, restate, and give oral instructions that involve identifying the meaning of and use of words with *-ed* and *-ing* affixes. **TEKS 3.1.B**

Students will identify the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.3.C; TEKS 3.2.D**

REVIEW AND PRACTICE THE SUFFIXES *-ED* AND *-ING*

- Display Suffixes *-ed* and *-ing*. Instruct students to explain to an elbow partner in their own words when to use the *-ed* or *-ing* suffix.
- Point out that the suffix changes the tense of a base word. The suffix *-ed* is used to show that something happened in the past. The suffix *-ing* is used to show that something is in the process of happening.
- Have students open to Activity Page 13.1. Invite a student volunteer to read the directions aloud. Have students restate the instructions for Activity 13.1.
- Direct students to complete the rest of the Activity Page independently. Circulate and monitor, providing support as needed and offering corrective feedback on letter formation in cursive. Offer feedback such as:
 - “Check that your loops and tails are formed smoothly and connect to the next letter.”
 - “Focus on keeping your letters of uniform size and proportion.”

Activity Page 13.1



Activity Page 13.1: Determine the Meaning with a Suffix

Collect Activity Page 13.1 and assess students' ability to spell words with the *-ed* and *-ing* suffixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.C** Identify the meaning and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Lesson 13: Review Suffixes *-ed* and *-ing*

Reading

20M

Primary Focus: Students will identify the meaning of and use words with the *-ed* and *-ing* affixes. **TEKS 3.1.B; TEKS 3.1.C; TEKS 3.1.E; TEKS 3.3.C**

Students will speak coherently about the Reader *A Talk with Animals* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read and pronounce the Tricky Words *favorite* and *successful*. **TEKS 3.2.A.vii**

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.1.D; TEKS 3.3.B**

Reader



Pages 54–59

Challenge

Challenge students to make a list of five words that can take both the *-ed* suffix and the *-ing* suffix.

READ A TALK WITH ANIMALS (10 MIN.)

- Have students discuss what they have read so far in *A Talk with Animals* with a turn and talk partner.
- Provide a sentence stem:
 - I remember reading about...
- Explain that today, students will read Chapter 4 of *A Talk with Animals*, “The Return,” starting on page 54.
- 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.

swirling, v., moving around and around in circles or squiggles, either as an object or as thoughts

Example: The lines were swirling around in waves on the page.

scale

1. n., the size of something compared to something else

Example: The toy trains were a smaller scale version of the real trains.

2. n., a device that measures weight

Example: Our dog had to get on the scale so the vet could check to see how heavy he was.

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 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words form 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. **TEKS 3.1.D.** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.C** Identify the meaning and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

highlight

1. n., the best part of something, what really stands out

Example: The delicious cake was everyone's favorite highlight of the party.

2. n., an area or piece of something that is lighter than its surroundings

Example: The sun peeked through the clouds and briefly highlighted the sidewalk in front of me.

- 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 words *scale* and *highlight* will be explored in depth during the close of the reading 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 "Lenny the Leopard"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		swirling	
Multiple-Meaning Core Vocabulary Words		scale highlight	
Sayings and Phrases			

- Display the Tricky Words *favorite* and *successful*. Direct students to turn to an elbow partner and assign each partner a Tricky Word. Instruct partners to say their assigned word aloud and use it in a sentence.
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
 - Tricky Word: *favorite* (explain that the letter 'i' is pronounced /i/)
 - Tricky Word: *successful* (explain that the letters cc are pronounced /k/ /s/)
- Guide the class in reading Chapter 4, starting on page 54. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.



Reading

Reading/Viewing Closely

Beginning

What is the most likely reason Annie and her parents want to share their pictures and stories with friends? Provide a sentence frame such as:
Annie and her parents most likely want to share their pictures and stories to _____.

Intermediate

In pairs, have students discuss what the different ways were that Annie shared her trip? How would you share a trip with others?

Advanced/Advanced High

Have students write a few sentences explaining their thoughts and feelings about the presentation in the Reader. In pairs, share their sentences.

ELPS 4.G

- Move students to designated areas of the classroom where they can read aloud to themselves without disturbing their peers.
- Instruct students to read the assigned section of the Reader, pages 54–59.
- 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.
- 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. Example prompts include:
 1. **Literal:** What is the meaning of the word *boarded* on page 54? What words help you understand that word? (*Boarded means to get on something like a plane or a ship. The sentence refers to a plane. The chapter title refers to returning and the chapter indicates that Annie was going home.*)
 2. **Inferential:** Why does Annie decide to play a game with Nolan after she arrives home? (*He is a little boy, and she wants to share her experiences in a way that he understands.*)
 3. **Inferential:** What can you infer about Annie from the details on pages 57 and 58? (*She likes to sketch, draw, and paint, she enjoys creating things, she is a good artist, as her parents are impressed*)
 4. **Inferential:** What is the most likely reason Annie's parents give each other a high five on page 54? (*Annie had lots of great memories. They are glad that it was a successful family trip.*)
 5. **Evaluative:** What is the most likely reason Annie and her parents want to share their pictures and stories with their friends? (*They wanted to find a way to share their love of travel and their experiences with others.*)
- Ensure that students speak coherently about the Reader and answer the strategic prompts by providing these sentence stems:
 - Annie decides to play a game with Nolan_____.
 - Based on what I read on p. 57, I can infer that Annie_____.
 - The most likely reason Annie's parents_____.

- As needed, use the Grade 3 Fluency Record to track students' ability to read multisyllabic words with inflectional endings *-ed* and *-ing* with appropriate rate, prosody, and accuracy.

WRAP UP (10 MIN.)

- Organize students into collaborative partners.
- Have students open to Activity Page 13.2. Invite a student to read aloud the directions. Remind students to speak politely to their partner at all times of the Activity. Have students restate the directions to their partner before beginning.
- Clarify that partners will read and discuss each prompt before choosing which two to answer in complete sentences using evidence from the text.



Check for Understanding

As small groups are creating their stories, listen closely to gauge if students are accurately using words with the *-ed* and *-ing* affixes.

End Lesson

Lesson 13: Review Suffixes *-ed* and *-ing*

Take-Home Material

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

Lesson 13: Differentiated Instruction

Additional Support

MORE SUPPORT WITH ACTIVITY PAGES

- Encourage students to act out the *-ed* and *-ing* words from Activity Pages 13.1. and 13.2 to more clearly demonstrate how the suffixes change the tense of the base word.

MORE SUPPORT WITH READING

- Students have been reading *A Talk with Animals* in this Unit. They have

Activity Page 13.2




Activity Page 13.3



Challenge

Invite students to create their own Glossary for the Reader and document words that are unfamiliar to them and are not found in the Reader's Glossary. Challenge them to write definitions determined through context.

learned about ostriches, crocodiles, and leopards through Annie's adventures.

- Using this Animal Facts Independent Research (TR 13.1) guide, students can answer questions and write out what all they have learned about these animals' physical characteristics, habitats, behaviors, diets, and conservation status.
 - Students can reread the text if they are looking for answers to any of the questions.
 - This Animal Facts Independent Research (TR 13.1) activity can be found in the Teacher Resource section of this Teacher Guide.
- 

14

Fluency Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell words that follow a VCV syllable division pattern. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

Students will read and spell multisyllabic words with open syllables. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.B.i; 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 3.1.C; TEKS 3.4**

FORMATIVE ASSESSMENT

Activity Pages 14.1, 14.2

Fluency Assessment

TEKS 3.1.C; TEKS 3.4

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Unit Review Baseball	Small Group	15 min.	<input type="checkbox"/> Unit Review Baseball Word Cards (TR 14.2) <input type="checkbox"/> Unit Review Baseball Game Board (TR 14.1) <input type="checkbox"/> whiteboard and dry erase markers
Self-Sustained Reading	Independent	15 min.	<input type="checkbox"/> recreational reading options <input type="checkbox"/> Self-Sustained Reading Tracker (TR 15.1)
Reading			
Fluency Assessment	Independent	30 min. (concurrent with Foundational Skills activities)	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 14.2 <input type="checkbox"/> Unit 2 W.C.P.M Calculation Sheet (TR 14.3) <input type="checkbox"/> Grade 3 End-of-Year Summary <input type="checkbox"/> stopwatch or timer

ADVANCE PREPARATION

Note to Teacher

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

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

The second part of the assessment takes place in the next lesson. It is a reading and spelling exercise targeting each of the skills taught in Unit 2.

Foundational Skills

- Predetermine collaborative small groups. Students will each work with one partner.
- Prepare the Unit Review Baseball Word Cards for each student pair. Copy and cut out each word list. Use different colored paper for the A and B lists. The word lists have been labeled by their syllable and spelling for teacher reference. Do not provide these answers to students as they will be annotating the words as part of the game. Mix up the word cards and provide an A set and a B set to each pair.
- Make one copy of the Unit Review Baseball Game Board for each student pair.
- Gather whiteboards and dry erase markers. Each student gets their own. In each pair, the two markers should be different colors.
- Provide books of varying complexity for students to choose from during Self-Sustained 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.

Universal Access

- Sort the word cards for the Unit Review Baseball Game to differentiate according to student needs.
- Prepare sentence stem to provide to students: In the text, I learned that ____.
- Prepare audio books for students to listen to while following along with the text.

Lesson 14: Fluency Assessment

Foundational Skills



Primary Focus: Students will read and spell words that follow a VCV syllable

division pattern. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

Students will read and spell multisyllabic words with open syllables. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

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

time. **TEKS 3.5**

UNIT REVIEW BASEBALL (15 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 unit skills. Students should use whisper voices because their peers will be concurrently testing as they play the review game.
- Inform students that this game is another version of the Two-Syllable Baseball and Multisyllabic Baseball games they played earlier in the unit.
- Move students into pairs. Provide each pair with Unit Review Baseball Word Cards, one Unit Review Baseball Game Board, two whiteboards, and two dry erase markers of different colors.
- Reiterate that the game is a review of several skills from the unit, and they will read, spell, and analyze words that follow a VCV syllable pattern, multisyllabic words with open syllables, and words with suffixes.
- Review the game instructions:
 - Player A picks up a Word Card from their pile and reads it to Player B without showing the word.
 - Player B writes the word, in cursive, on their whiteboard.
 - Player A checks for correct spelling.
 - Player B picks up a Word Card from their pile and reads it to Player A without showing the word.
 - Player A writes the word, in cursive, on their whiteboard.

Support

Differentiate the Unit Review Baseball Game by providing fewer word cards for students who need more support. Alternatively, provide only word cards that have the same syllable or spelling pattern to allow students to focus on one type of word at a time.

Challenge

Differentiate the Unit Review Baseball Game by mixing the A and B word lists together for more variety and additional complexity.

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.



Reading

Reading

Beginning

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

Intermediate

While silently reading, have students keep a reading log or journal where they reflect on what they have read.

Provide a sentence frame:
In the text, I learned that _____.

Advanced/Advanced High

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

ELPS 1.E; ELPS 4.H

Challenge

Encourage students to whisper questions to themselves about the text as they are participating in self-sustained reading.

- Player B checks for correct spelling.
- Both players analyze their words for a VCV syllable pattern, multiple syllables with an open syllable, and the *-ed* and *-ing* suffixes.
- Students should label the VCV syllable pattern, mark syllable division with a /, underline the open syllable, and circle the suffix.
- Note that every word will not have all of these elements.
- The partners switch whiteboards and look over each other's work.
- If there are no missing elements, each student draws a line in their marker color from home plate to first base on the Unit Review Baseball Game Board, signifying a "hit."
- Play continues in this way so that each time a player reads, spells, and analyzes a word correctly, a line is drawn to the next base. If on the fourth word, the players read, spell, and analyze the word correctly, each player draws a line from third base to home plate and marks "1 run."
- The partners repeat the process, ultimately striving to see how many runs they can get in the time allotted. Have students repeat the instructions in their own words to their partner and then begin.

SELF-SUSTAINED READING (15 MIN.)

- Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as a short breathing and summary exercise in which they inhale through their nose, summarize the last read paragraph in their head and then exhale through their mouth.



Check for Understanding

Encourage students to keep track of the books they are reading and the pages where they started and ended. Students can record their reading progress on the Self-Sustained Reading Tracker (TR 15.1).

Lesson 14: Fluency Assessment

Reading



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

FLUENCY ASSESSMENT

You will work individually with each student and take a running record of 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 coherently complete the comprehension questions after reading the text.

- Have one student at a time come to a quiet assessment area to read "The Bicycle Trip" with you.
- Ask the student for Activity Page 14.1 (Fluency Assessment) and Activity Page 14.2 (Fluency Assessment Questions).
- Tell the student that you are going to ask him or her to read the story aloud. Before reading aloud, remind students to speak at an appropriate rate and volume.
- Explain that you are going to use a stopwatch (or a timer) 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 Page 14.1



Activity Page 14.2



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.

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.
- Direct the student to read and select the correct answer for each question on Activity Page 14.2. Encourage them to reference the text as they respond.
- Repeat this process for each student.
- As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.



Activity Page 14.2: Fluency Assessment

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score 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.
 - 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 237 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 that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
- Subtract Uncorrected Mistakes from Words Read to get Words Correct.
- Next, complete the Time section of the activity page.
- Calculate 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 W.C.P.M Calculation Sheet, record them on the Grade 3 End-of-Year Summary for each student.

End Lesson

Reading and Spelling Assessment


PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Students will read and spell multisyllabic words with open


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

Students will identify the meaning of and use words with the *-ed*, and *-ing* affixes.

 **TEKS 3.3.C**

Reading

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

 time. **TEKS 3.5**

FORMATIVE ASSESSMENT


Activity Pages 15.1, 15.2

Reading and Spelling Assessment

 **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.3.C**

Reading and Spelling Assessment

 **TEKS 3.2.B.i; TEKS 3.2.B.v; 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; (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 3.3.C** Identify the meaning of and use of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **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.	<input type="checkbox"/> Activity Page 15.1 <input type="checkbox"/> Grade 3 End-of-Year Summary <input type="checkbox"/> Reading Assessment Scoring Analysis (TR 15.2)
Spelling Assessment	Whole Group	10 min.	<input type="checkbox"/> Activity Page 15.2 <input type="checkbox"/> Grade 3 End-of-Year Summary <input type="checkbox"/> Spelling Assessment Scoring Analysis (TR 15.3) <input type="checkbox"/> colored pencils
Reading			
Self-Sustained Reading	Independent	10 min.	<input type="checkbox"/> recreational reading options <input type="checkbox"/> Self-Sustained Reading Tracker (TR 15.1)

ADVANCE PREPARATION

Note to Teacher

Today, you will complete the multi-part Assessment. The Reading & Spelling portion of the Assessment takes place during the first 20 minutes of this lesson. Once students have completed the assessment, they will have time for 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 15.2.
- Consider preparing games used in previous lessons in this unit for review to be available as an optional activity after assessments.

Reading

- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Prepare the Self-Sustained Reading Tracker (TR 15.1) for students to record their reading progress during independent reading time.

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 practice to accelerate learning where errors occurred during the Reading Assessment. Place Activity Page 15.1 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. Use the Reading Assessment Scoring Analysis (TR 15.2) and Spelling Assessment Scoring Analysis (TR 15.3) to help determine and understand which phonemes and words students missed.

- Provide a tracking tool for students to record their progress on each of the Skills summative assessments. Guide them through the process of defining their goals, breaking them down into smaller steps, and creating a plan of action. Incorporate regular reflection activities where students can assess their progress, identify obstacles, and adjust their goals as needed.
- Prepare sentence stems to provide to students:
 - I think the story will be about _ because _.
 - This character's situation reminds me of __ because __.
 - When analyzing [character's name], I notice that __, which makes me think __. What do you think?

Lesson 15: Reading and Spelling Assessment

Foundational Skills



Primary Focus: Students will read and spell words that follow a VCV syllable division pattern. **TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D**

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

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

READING ASSESSMENT (10 MIN.)

- Have students open to Activity Page 15.1.
- Tell students that for each row, you will say one word. Tell students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.

1. vocal	6. musician
2. savanna	7. radio
3. definite	8. aroma
4. protection	9. genuine
5. detail	10. harmony

SPELLING ASSESSMENT (10 MIN.)

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

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 3.3.C** Identify the meaning of and use of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Activity Page 15.1



Activity Page 15.2



1. lemon	6. potato
2. visit	7. finally
3. tiger	8. bicycle
4. catering	9. museum
5. moment	10. protected

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence, "I began to open the door by slowly turning the knob." Slowly repeat the sentence twice.
- At the end, reread each spelling word and the sentence once more.
- Call students' attention to the two multiple-choice questions. Read each question and the answers aloud. Instruct students to circle the answer for each question.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling 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.

Challenge

Encourage students to design their own assessment for this unit's standards and justify their reasoning for choosing and constructing specific items.



Activity Pages 15.1 and 15.2: Reading and Spelling Assessment

Collect and assess Activity Pages 15.1 and 15.2. Identify any patterns that are beginning to develop or are persistent among individual students. Record scores on the Grade 3 End-of-Year Summary for each student. Use the Reading Assessment Scoring Analysis (TR 15.2) and Spelling Assessment Scoring Analysis (TR 15.3) to help determine and understand which phonemes and words students missed.



Reading

Reading/Viewing Closely

Beginning

During silent reading, ask students to write their predictions. Provide sentence frames to support predictions, such as "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

In pairs, have students analyze a character's actions, dialogue, and interactions with other characters. Use the sentence frame: When analyzing [character's name], I notice that ___, which makes me think ___. What do you think? Encourage students to listen and then build on their partner's ideas.

ELPS 2.G; ELPS 4.J

Challenge

Encourage students to choose a book slightly higher than their current Lexile. Arrange for students to participate in a book-share activity in which they read an excerpt from the text.

Lesson 15: Reading and Spelling Assessment

Reading



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

SELF-SUSTAINED READING

- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as whispering questions to themselves about the text.



Check for Understanding

Encourage students to keep track of the books they are reading and the pages where they started and ended. Students can record their progress on the Self-Sustained Reading Tracker (TR 15.1).

End Lesson

Pausing Point

This is the end of Unit 2. Analyze the results from the Unit 2 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pausing Point activities are organized by the unit objectives they address. It is strongly recommended that you pause for one day at the end of this unit to solidify the skills introduced in Unit 2. This is also a good time to expand the abilities of students who can go further and need a challenge. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

More Help with Open Syllables

Identify Open Syllables	Page 149
Word Sort	Page 149
Decodable Words and Sentences	Additional Support Lesson 2

More Help with Multisyllabic Words

Show and Tell	Page 150
Sentence Dictation	Page 151

More Help with Suffixes

Fill in the Blank	Page 152
Find and Fix	Page 152

More Help with Multiple-Meaning Words

Meaning Mash-Up	Pages 152, 155
Writing Sentences	Pages 153, 156

More Help with High Frequency Words and Tricky Words

Word Clues	Page 154
Beanbag Toss	Page 155

More Help with Fluency

Echo Reading	Pages 155, 157
Reading Time	Page 155

**MORE HELP WITH OPEN SYLLABLES****Identify Open Syllables**

- Ask students to turn to Activity Page PP.1.
- Students should read the sentence and circle the open syllable in the 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: Closed Syllable VC/V and Open Syllable V/CV.
- Have students read the word on a card and identify whether the first syllable is closed or open.
- Ask students to tape the word under the proper header.

Closed Syllable	Open Syllable
VC/CV	V/CV
river	April
camel	maple
rapid	raven
novel	label
level	lilac
limit	legal
comet	paper
model	ruler
robin	humor
cabin	robot

MORE HELP WITH MULTISYLLABIC WORDS

Show and Tell

Note: The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing multiple syllables.

- Write column headers on the board/chart paper: 2 syllables, 3 syllables, 4+ syllables.
- Ask each student to show and name his or her object.
- Write the name of the object on the board/chart paper.
- Ask students to say the word aloud.
- Model identifying how many syllables are in the word.
- Rewrite the word under the appropriate column in the chart.
- Invite each student to write the word for his or her object under the appropriate heading.
- Continue collecting words, writing them on the board/chart paper and sorting them by number of syllables.

Note: You can extend this activity by asking students to identify the accented syllable in the words. Have students “call out” the word as a strategy to identify the accented syllable.

Sentence Dictation

- Have students take out a pencil and a piece of paper.
- Explain that you are going to say five sentences containing multisyllabic words that students have seen many times in their Readers.
- Have students write the sentences you say.

Sentences

Note: The underlined words have occurred at least ten times in Unit 1 and 2 readers.

1. My family loves to read stories before bed.
2. We cannot understand each other.
3. The feather flew away in the wind.
4. Animals live all around the world.
5. I want to learn something new because it is exciting.

Activity Page PP.2



Activity Page PP.3



Activity Page PP.4



MORE HELP WITH SUFFIXES

Fill in the Blank

- Have students open to Activity Page PP.2.
- Instruct students to read each sentence.
- Notice the word in parentheses. Direct students fill in the blank adding either *-ed* or *-ing* to the word in parentheses.
- Review the example with students, ensuring students understand the task.
- Remind students to write neatly in cursive.

Find and Fix

- Ask students to turn to Activity Page PP.3.
- Students should read the story, find the underlined words containing *-ed* and *-ing* suffixes, and evaluate if it is the correct suffix for the word.
- If the incorrect suffix is used, students should circle the word and write the correct word above.

MORE HELP WITH MULTIPLE-MEANING WORDS

Meaning Mash-Up

- Use words catch, sharp, spot, safe for this game.
- Distribute the Meaning Mash-Up Word Cards (one per pair, located at the end of this pausing point section), Meaning Mash-Up Sentence Cards (one per pair, located at the end of this pausing point section), and Activity Page PP.4 (one per student).
- Guide students to set up their word cards and sentence cards.
- Place the word cards face up in a straight line, either horizontally or vertically.
- Place the sentence cards face down in a pile.
- Have Activity Page PP.4 available nearby.
- Explain the game to students.
- Tell students that each word card will match with two sentence cards.
- Partner A picks up the sentence card on top of the pile and reads the sentence.
- Both students find the word card that accurately completes the sentence and place the sentence card next to the word card.
- Partner A reads the sentence with the word and says what the word means based on the context in the sentence.

- The process continues with Partner B picking up and reading the next sentence card.
- Once all sentence cards are matched with the appropriate word, students write the words and both meanings in cursive on Activity Page PP.4.

Writing Sentences

- Write the following words on the board and discuss the multiple meanings.
 1. bark:
 - Meaning 1: The outer covering of a tree.
 - Meaning 2: The sound a dog makes.
 2. light:
 - Meaning 1: Something that makes things visible.
 - Meaning 2: Not heavy.
 3. bat:
 - Meaning 1: A flying mammal that sleeps upside down.
 - Meaning 2: A piece of sports equipment used in baseball.
 4. scale:
 - Meaning 1: A tool for measuring weight.
 - Meaning 2: The thin, flat plates on the skin of a fish or reptile.
 5. point:
 - Meaning 1: The sharp end of something.
 - Meaning 2: To indicate or direct attention to something.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence that includes one of the words on the board.
- Ask students to write a second sentence that contains the same word with a different meaning.
- Students can repeat with as many words as time allows.

MORE HELP WITH HIGH FREQUENCY WORDS AND TRICKY WORDS

- The following box contains all High Frequency Words for Unit 2.

talk	head
eyes	book
being	run
drink	long
much	group
family	walk

- The following box contains all the Tricky Words for Unit 2.

engine	curious
dangerous	leopard
camouflage	territorial
favorite	successful

Word Clues

- On the board, write three to six Tricky Words and/or High Frequency Words taught in this unit.
- Choose one word and then give students clues about that word.
- Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word has a tricky spelling. Once students have found the right word, ask them to read the word and use it in a sentence.

Beanbag Toss

Note: This game is best played in small groups or workstations.

- Write some Tricky Words and High-Frequency Words on large cards. Place the cards faceup on the floor.
- Hand a beanbag to a student and explain that he or she should toss the beanbag toward the cards.
- Have the student read the word card that the beanbag hits or lands closest to.
- Continue until all students have had their turn.

MORE HELP WITH FLUENCY AND READING

Echo Reading

- Make a copy of Reading Fluency Passages for each student. These Reading Fluency Passages can be located at the end of this Pausing Point section in the Teacher Guide.
- Read a paragraph aloud and have students repeat it back, focusing on matching your tone and pace.

Reading Time

Have students reread any stories from either *Campfire Tales* or *A Talk with Animals*.

Students who have strong code knowledge (as ascertained by placement assessments or performance) may also read trade books.

MEANING MASH-UP WORD CARDS

Meaning Mash-up Word Cards

Copy and cut out words to create cards

catch

sharp

spot

safe

MEANING MASH-UP SENTENCE CARDS

Meaning Mash-Up Sentence Cards

Copy and cut out sentences to create sentence cards.

The baseball player gave his best effort to _____ the ball, but it went right over his head and landed in the outfield.

The lion was on the hunt for some food, so it chased some ostriches but could not _____ them because they ran too fast.

A sheet of metal may have _____ edges and can cut a human hand if it is not grabbed in the right way.

Birds that hunt by flying over water and grabbing fish out of the water must have _____ eyes to see the water move and know that a fish is near the surface.

A good cook who takes pride in his work wears a pure white coat that does not have a _____ of food on it before the cooking begins.

The best trumpet player in the band stood up before the concert began and looked around to _____ her parents in the room full of people.

My mother keeps each of our birth certificates in the _____ in the closet because they are important documents.

Shoes kept my feet _____ from getting bitten by ants when I stepped on an ant hill while visiting my uncle.

READING FLUENCY PASSAGE

Reading Fluency Passages

Note: These passages are excerpts from *A Talk with Animals*

Passage 1 (810-1000L)

When asked about her favorite moment, Annie said, “There were too many great moments. I can’t choose a favorite.” Her parents smiled and gave each other a high five. After the successful trip, they headed home.

Driving through the city, Annie and her parents talked about sharing their love of travel with others. They agreed to organize their pictures and invite family and friends over to hear about the trip.

Annie was tasked with building a fun frame for the screen where they would share their photos. She began forming ideas of sketches of the animals seen on the trip. Her idea was to draw and paint the animals on a large scale. After drawing and painting, she would cut out the images and paste them on a background. This would be her best art project yet!

Arriving at the house, Annie and her parents decided to keep the event a surprise. The front door opened, and Nolan wrapped his little arms around Annie’s legs. Annie began to think of how to share the trip with Nolan in a way he could understand.

Passage 2 (610-800L)

An hour later, Annie and Nolan played “Leopard.” The game had three moves: climbing, watching, and pouncing. Nolan added his component to the game by screeching like an animal in the wild. If Lenny were observing the game, Annie knew he would not like the screeching.

Annie worked on her part of the surprise for a week. She made her animal frame and showed it to her parents. They were impressed by the level of detail in Annie’s drawings. After collecting and organizing the pictures for the slideshow, they were ready to invite friends to the event.

Everybody arrived expecting only a simple dinner. After dinner, Annie and her parents guided their friends to the backyard and asked them to take a seat. Their friends were surprised to see and hear about the trip. The pictures and stories about the trip were the highlight of the event. Annie knew the trip would be a memory she would cherish forever.

NAME: _____

DATE: _____

Reading Fluency Errors Passages

Read each passage twice. Use the Reader's Notes to read each passage, modeling different errors in fluency.

Passage 1

Reader's Note: The passage should be read with poor phrasing. Read the passage in a choppy manner, pausing too long in the middle of sentences but also running sentences together at times.

When asked about her favorite moment, Annie said, "There were too many great moments. I can't choose a favorite." Her parents smiled and gave each other a high five. After the successful trip, they headed home.

Driving through the city, Annie and her parents talked about sharing their love of travel with others. They agreed to organize their pictures and invite family and friends over to hear about the trip.

Annie began forming ideas for sketches of the animals seen on the trip. She would draw and paint the animals on a large scale, then cut out the images and paste them on a background. This would be her best art project yet!

Arriving at the house, Annie and her parents decided to keep the event a surprise. The front door opened, and Nolan wrapped his little arms around Annie's legs. Annie began to think of how to share the trip with Nolan in a way he could understand.

NAME: _____

DATE: _____

Passage 2

Reader's Note: The passage should be read with poor expression. Read the passage in a monotone manner, not considering the events of the text or the emotions of the characters.

An hour later, Annie and Nolan played “Leopard.” The game had three moves: climbing, watching, and pouncing. Nolan added his component to the game by screeching like an animal in the wild. If Lenny were observing the game, Annie knew he would not like the screeching.

Annie worked on her part of the surprise for a week. She made her animal frame and showed it to her parents. They were impressed by the level of detail in Annie’s drawings. After collecting and organizing the pictures for the slideshow, they were ready to invite friends to the event.

Everybody arrived expecting only a simple dinner. After dinner, Annie and her parents guided their friends to the backyard and asked them to take a seat. Their friends were surprised to see and hear about the trip. The pictures and stories about the trip were the highlight of the event. Annie knew the trip would be a memory she would cherish forever.

Teacher Resources

Grade 3	Foundational Skills 2
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Teacher Resources

Grade 3 Individual Code Chart

Grade 3 Anecdotal Reading Record

Grade 3 Foundational Skills Record

Grade 3 Fluency Record

Grade 3 End-of-Year Summary

Anecdotal Reading Record—Unit 2

TR 1.1 VCV Syllable Patterns

TR 3.1 Two-Syllable Baseball Game Board

TR 3.2 Two-Syllable Baseball Word Cards

TR 7.1 Use Context Clues: *Curious*

TR 10.1 Practice Scooping Phrases

TR 11.1 Suffixes *-ed* and *-ing*

TR 13.1 Animal Facts Independent Research

TR 14.1 Unit Review Baseball Game Board

TR 14.2 Unit Review Baseball Word Cards

TR 14.3 Unit 2 W.C.P.M. Calculation Sheet

TR 15.1 Self-Sustained Reading Tracker

TR 15.2 Reading Assessment Scoring Analysis

TR 15.2 Spelling Assessment Scoring Analysis

Tricky Word Assessment – Unit 2 (Optional)

Tricky Word Assessment List – Unit 2

Activity Book Answer Key

Appendix A: Overview of the Skills Strand

Appendix B: Grade 3 Scope and Sequence













Appendix C: Using Chunking to Decode Multisyllabic Words

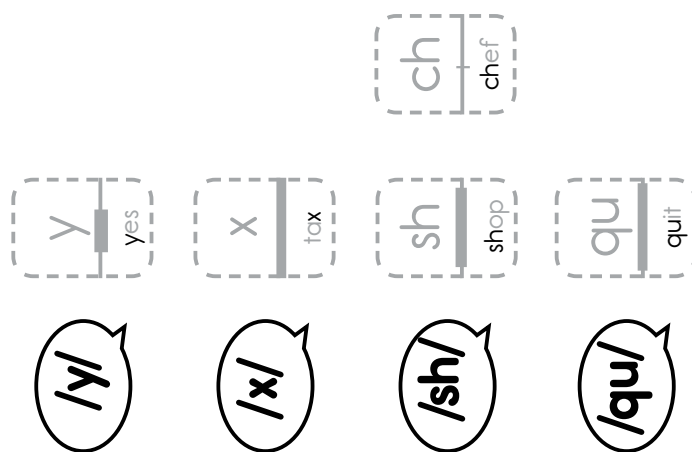
Texas Essential Knowledge and Skills—Grade 3

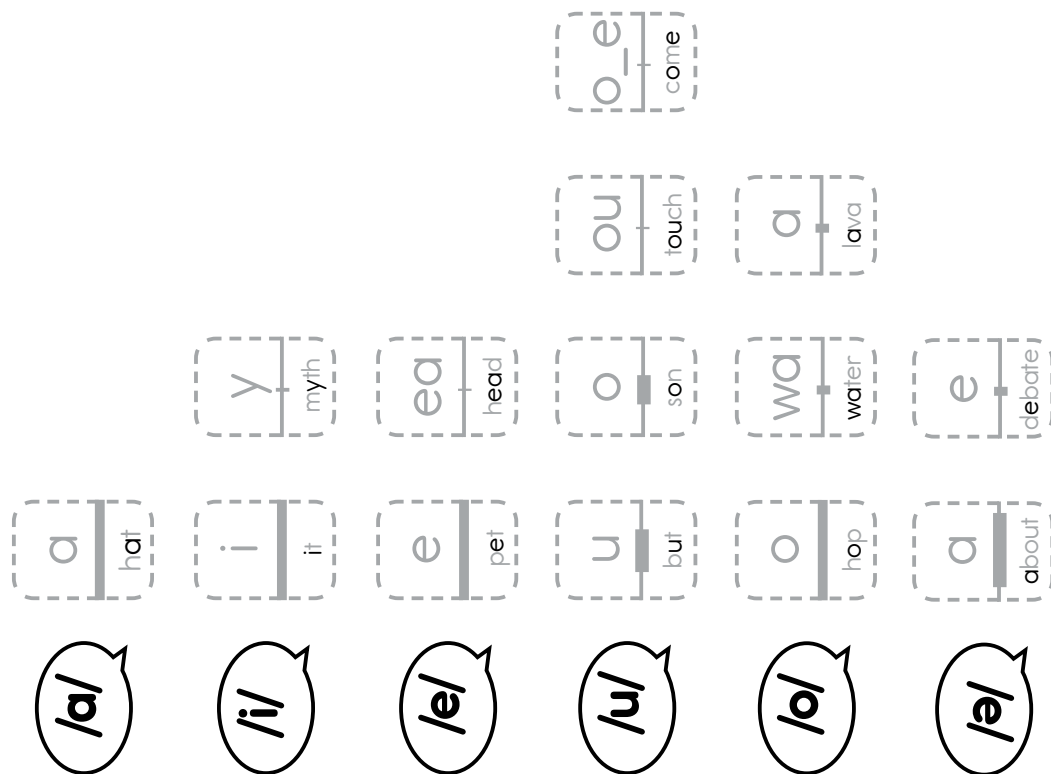
English Language Proficiency Standards—Grade 3

GRADE 3 INDIVIDUAL CODE CHART

1





	al animal	le apple	el travel	ul awful	il pencil				
	a paper	a_e cake	ai wait	ay day	ey hey	ea great			
	y funny	e me	i ski	ee bee	ea beach	ie cookie	ey key	e_e Pere	
	i biting	i_e bite	y try	ie tie	igh night				
	o open	o_e home	ow snow	oa boat	oe toe				
	u unit	u_e cute	ue cue						

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 = Intervene; 2 = Support; 3 = Review; 4 = Enrich

Student Name										
3.2 Foundational Language Skills										
3.2.A Phonetic Knowledge	1	2	3	4	5	6	7	8	9	10
TEKS 3.2.A.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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2.A.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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2.A.iii The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2.A.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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

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	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2B.ii The student is expected to demonstrate and apply spelling knowledge by spelling homophones.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2B.iii The student is expected to demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2B.iv The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2B.vi The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1	2	3	4	5	6	7	8	9	10
TEKS 3.2C The student is expected to alphabetize a series of words to the third letter.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	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	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

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.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.3D The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.3D The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Grade 3 Fluency Record

Choose texts from the Grade 3 Fluency Packet or the Unit Readers for students to read aloud as you measure their pace and accuracy. Subtract the Words Missed (words that are omitted, mispronounced, or substituted for another word) from the Total Words in Text to determine the number of Words Read Correctly. Divide the Words Read Correctly by the Total Words in Text to determine the students' accuracy. Record how long it takes the students to read the passage to determine their Words Per Minute. Consider both accuracy and pace as well as expression when evaluating a student's overall fluency.

[illegible]

GRADE 3 END-OF-YEAR SUMMARY (CONTINUED)

[illegible]

ANECDOTAL READING RECORD—UNIT 2

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

NAME: _____

DATE: _____

TR 1.1

VCV Syllable Patterns

There are two types of VCV syllable patterns:

- VC/V

- 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: logic; log/ic

- V/CV

- The word has a syllable that ends with a vowel (open syllable).
- The open syllable creates a long vowel sound.
- The word's syllables are divided after the vowel.

- › Example: token; to/ken

NAME: _____

DATE: _____

TR 3.1

Two-Syllable Baseball Game Board



NAME: _____

DATE: _____

TR 3.2

Two-Syllable Baseball Word Cards

Cut out and laminate the words. You may also consider writing the words on index cards or word strips instead.



tiger	basic
lady	bonus
pilot	vocal
relax	zebra
began	reveal
solo	tiny
rodent	human
minus	unit
ripen	robot
icon	music
gravy	rely
moment	focus
silent	open
regal	bogus
protect	detect
vital	native

NAME: _____

DATE: _____

TR 7.1

Use Context Clues: *Curious*

- Annie was **curious** about the ostrich. She did not know much about that kind of bird. Annie had many questions and wanted to learn more.
- The Orteiz family woke up to a **curious** noise in the air. It was a noise that none of them knew. The sound was like yelling but different. They walked outside to see their neighbor with a rooster in the front yard.

NAME: _____

DATE: _____

TR 10.1

Practice Scooping Phrases

1. The riverbank was busy with lots of animals.
2. Annie had never seen so many animals coming and going so fast.
3. They all seemed united by their fear of something hidden.
4. The guide said the river was both appealing and dangerous.
5. Annie did not fully understand, but she was eager to learn.
6. She recorded many thoughts in a small notebook.

NAME: _____

DATE: _____

TR 11.1

Suffixes *–ed* and *–ing*

A suffix is a group of letters added to the end of a base word; these letters change the meaning of the word when they are added.

The suffixes *–ed* and *–ing* impact a word by changing when an action is happening.

- The suffix *–ed* changes an action to mean that it has already happened in the past.
 - Example: Diego washed the dishes after his parents cooked a big, festive meal for their family and friends.
 - › The base word *wash* means “to clean with a liquid.”
 - › Adding *–ed* to the word *wash* changes when the action has happened. Diego has already completed the action of cleaning the dishes with a liquid.

NAME: _____

DATE: _____

TR 11.1

CONTINUED

- The suffix *-ing* changes an action to mean that it is still happening in the present.
 - Example: Diego and his cousins are stuck in the kitchen washing the dishes while all of the adults play games and have fun.
 - › The base word *wash* means “to clean with a liquid.”
 - › Adding *-ing* to the word *wash* changes when the action has happened. Diego is still completing the action of cleaning the dishes with a liquid.

NAME: _____

DATE: _____

TR 13.1

Animal Facts Independent Research

Choose one of the animals from the Reader, *A Talk with Animals*:

ostrich, crocodile, or leopard.

Gather information from a nonfiction text at least one prompt in each box.

Physical Characteristics What are the distinctive physical features of the animal? How does the animal adapt to its environment through its physical traits? What are the size and weight ranges for this animal?	
Habitat and Distribution Where is this animal found? What type of habitat(s) does it prefer? How has its habitat changed over time?	

NAME: _____

DATE: _____

TR 13.1

CONTINUED

<p>Behavior and Lifestyle</p> <p>What are the key behaviors of this animal?</p> <p>Does the animal migrate or remain in a specific area year-round?</p> <p>What is its social structure (alone, in pairs, in groups)?</p>	
<p>Diet and Predation</p> <p>What does the animal eat? (Diet)</p> <p>How does it procure its food?</p> <p>What are its natural predators, and how does it defend itself?</p>	
<p>Conservation Status</p> <p>What is the current conservation status of the animal? (e.g., endangered, vulnerable, least concern)</p> <p>What are the main threats to its survival (e.g., habitat destruction, poaching)?</p> <p>What conservation efforts are in place to protect this animal?</p>	

NAME: _____

DATE: _____

TR 13.1

CONTINUED

Interaction with Humans

How does this animal interact with humans (e.g., domestication, in zoos)?

Are there any cultural or historical significances associated with the animal?

Draw a picture of the animal you researched, incorporating details from the chart above.

NAME: _____

DATE: _____

TR 14.1

Unit Review Baseball Game Board

Make enough copies so that each student pair in the class has one. Laminate it so that students can use dry erase markers to track their hits and runs.



NAME: _____

DATE: _____

TR 14.2

Unit Review Baseball Word Cards

Copy and cut out the Word Cards. Make two piles, A and B. Mix up the words in each pile so there is a mixture of the types of words students analyze (e.g., VCV pattern, suffixes). Give pile A to one student in each pair and give pile B to the other student in each pair.



WORDS THAT FOLLOW VCV SYLLABLE PATTERN	
WORD LIST A	WORD LIST B
logic	cabin
robin	visit
token	tiger
basic	lady
bonus	taken
pilot	vocal
relax	zebra
began	reveal

NAME: _____

DATE: _____

TR 14.2

CONTINUED

Unit Review Baseball Word Cards



WORDS THAT FOLLOW VCV SYLLABLE PATTERN

WORD LIST A

solo

rodent

raven

virus

unit

robot

icon

gravy

focus

open

protect

WORD LIST B

tiny

human

apex

minus

ripen

hotel

music

moment

silent

regal

detect

NAME: _____

DATE: _____

TR 14.2

CONTINUED

Unit Review Baseball Word Cards

 vital	student
hero	demand
detail	relent
protest	deny
begin	digest
protect	siren
nomad	caper
MULTISYLLABIC WORDS WITH OPEN SYLLABLES	
WORD LIST A	WORD LIST B
volcano	relation
musical	tornado
aroma	feverish
robotic	rotation

NAME: _____

DATE: _____

TR 14.2

CONTINUED

Unit Review Baseball Word Cards



MULTISYLLABIC WORDS WITH OPEN SYLLABLES	
WORD LIST A	WORD LIST B
cozier	united
recorded	frequented
finally	information
dehydration	retrieved
retreated	phonemic
identify	radiant
ingredient	momentum
component	humility
conversation	hazelnut
dinosaur	eloquent

NAME: _____

DATE: _____

TR 14.2

CONTINUED

Unit Review Baseball Word Cards

 absolutely	apologize
museum	influence
regulate	ability
mobility	eternity
overdue	heroic
WORDS WITH SUFFIXES -ED AND -ING	
WORD LIST A	WORD LIST B
adapting	expecting
confirmed	destroyed
landed	climbed
planted	looked
complimented	widened

NAME: _____

DATE: _____

TR 14.2

CONTINUED

Unit Review Baseball Word Cards



WORDS WITH SUFFIXES -ED AND -ING

WORD LIST A

finished

drawing

keeping

discovered

experimenting

climbing

sketching

laughed

wondered

catered

WORD LIST B

scouted

sleeping

hunting

wandered

pondering

pawing

tracking

backed

existed

seasoned

NAME: _____

DATE: _____

TR 14.2

CONTINUED

Unit Review Baseball Word Cards



roasting

functioning

boarded

talked

listened

opened

played

showed

expected

studying

forming

drawing

painting

watching

screeching

expecting

NAME: _____

DATE: _____

TR 14.3

Unit 2 W.C.P.M. Calculation Sheet

Story: "The Bicycle Trip" Total words in the story: 237

Words	Time
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Words Read</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Uncorrected Mistakes</div> </div> <hr style="border: 1px solid black; margin: 5px 0;"/> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Words Correct</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Minutes</div> </div> <div style="text-align: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Seconds</div> </div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Finish Time</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Start Time</div> </div> <hr style="border: 1px solid black; margin: 5px 0;"/> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Elapsed Time</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Time in Seconds</div> </div>
<div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">WCPM</div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Words Correct</div> </div> <div style="display: flex; align-items: center; justify-content: center; margin: 0 10px;">÷</div> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>Time in Seconds</div> <div style="margin: 0 10px;">× 60 =</div> <div style="border: 1px solid green; width: 100px; height: 30px; margin-bottom: 10px;"></div> <div>WCPM</div>	

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: _____

DATE: _____

TR 15.1

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: _____

DATE: _____

TR 15.2

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.

	phonemes	syllables
vocal	/v/ /oe/ /k/ /ə/+/l/	vo/cal
savanna	/s/ /ə/ /v/ /a/ /n/ /ə/	sa/van/na
definite	/d/ /e/ /f/ /e/ /n/ /ə/ /t/	def/i/nite
protection	/p/ /r/ /ə/ /t/ /e/ /k/ /sh/ /ə/ /n/	pro/tec/tion
detail	/d/ /ee/ /t/ /ae/ /l/	de/tail
musician	/m/ /ue/ /s/ /i/ /sh/ /ə/ /n/	mu/sic/ian
radio	/r/ /ae/ /d/ /ee/ /oe/	ra/di/o
aroma	/ə/ /r/ /oe/ /m/ /ə/	a/rom/a
genuine	/j/ /e/ /n/ /ue/ /i/ /n/	gen/u/ine
harmony	/h/ /ar/ /m/ /ə/ /n/ /ee/	har/mon/y

NAME: _____

DATE: _____

TR 15.3

Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include V/CV syllable division patterns, multisyllabic words with open syllables, and adding suffixes *-ing* and *-ed*.

Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

NAME: _____

DATE: _____

TR 15.3

CONTINUED

lemon	V/CV Syllable Division Patterns
visit	V/CV Syllable Division Patterns
tiger	V/CV Syllable Division Patterns
catering	<i>Suffix –ing</i>
moment	Multisyllabic Word with Open Syllables
potato	Multisyllabic Word with Open Syllables
finally	Multisyllabic Word with Open Syllables
bicycle	Multisyllabic Word with Open Syllables
museum	Multisyllabic Word with Open Syllables
protected	<i>Suffix –ed</i>

NAME: _____

DATE: _____

Tricky Word Assessment–Unit 2 (Optional)

Instructions: This is an optional assessment of Tricky Words and high-frequency words reviewed in this unit. At the end of Unit 2, show the student the Tricky Word List which 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.

Tricky Word/ High Frequency Word	End of Unit 2 Assessment: Date_____
1. engine	
2. curious	
3. dangerous	
4. leopard	
5. camouflage	
6. territorial	
7. favorite	
8. successful	

NAME: _____

DATE: _____

9. talk	
10. walk	
11. head	
12. eyes	
13. book	
14. being	
15. run	
16. drink	
17. long	
18. much	
19. group	
20. family	

NAME: _____

DATE: _____

Tricky Word Assessment List—Unit 2

1. engine
2. curious
3. dangerous
4. leopard
5. camouflage
6. territorial
7. favorite
8. successful
9. talk
10. walk
11. head
12. eyes
13. book
14. being
15. run
16. drink
17. long
18. much
19. group
20. family

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1

Activity Page

Listen for the Pattern

Mark the correct VCV syllable division pattern.

1. savanna
VCV

2. revealed
VCV

Listen as your teacher reads each word aloud. Write the word neatly in cursive. Label and divide the syllables.

3. misfitted
VCV

4. refocusting
VCV VC V

Foundational Skills 2

1

Listen as your teacher reads two words aloud. Use them both in a sentence. Label and divide the syllables of the two words. Write neatly in cursive on the line, leaving spaces between words.

5. She has taken the lemons and used them to make lemonade.

VCV VC V

2

Foundational Skills 2

NAME: _____
DATE: _____

1.2

Activity Page

Exit Ticket

Read the sentence from *A Talk with Animals*. Write each underlined word on the lines neatly in cursive. Mark the VCV pattern in each word.

"Relax, Annie. Enjoy the view, or you might miss an animal."

1. relax
VCV

2. animal
VCV VC V

Write a sentence using one of the words above to describe how Annie was feeling. Write neatly in cursive, leaving spaces between words.

3. Annie was feeling excited and could not relax

Foundational Skills 2

3

Based on this interaction between Annie and the ostrich, what will the ostrich most likely do next? Write in cursive, leaving spaces between words.

4. The ostrich will most likely run to catch up with the flock because moving helps to keep them safe from predators

4

Foundational Skills 2

NAME: _____
DATE: _____

2.1 Activity Page

Listen for the Pattern

Mark the correct VCV syllable division pattern.

1. apex
VCV

2. viruses
VCV

Listen as your teacher reads each word aloud. Write the word neatly in cursive. Label and divide the syllables.

3. elcom
VCV

4. music
VCV

5. legen^{dary}
VCV VCV

Foundational Skills 2

5

Listen as your teacher reads a word aloud. Write a sentence using the word on the lines below. Label and divide the syllables of the word. Write neatly in cursive, leaving spaces between words.

6. Did you stay at a hotel on your trip?
hetel
VCV

6

Foundational Skills 2

NAME: _____
DATE: _____

2.2 Take-Home





Open Syllables

Dear Family Member,

Your student is learning the VCV syllable pattern: V (vowel) C (consonant) V (vowel). For example, the word raven has two vowel sounds, so the word has two syllables.

In the following chart, look at the images and read the words. Separate each word into syllables, writing each syllable in the appropriate column. Circle the open syllable.

Feel free to practice the VCV syllable pattern with your student while visiting the grocery store. Ask your student to identify the VCV and ask how many syllables are in each word. Examples may include: banana, potato, lemon, and melon.

		Syllable 1	Syllable 2
	minor	<u>mi</u>	nor
	unite	<u>u</u>	nite
	crater	<u>cr</u> a	ter
	soda	<u>so</u>	da

Foundational Skills 2

7

Use the words from the chart above to complete the story below. Write the words neatly in cursive.

In a small town, three friends, Mia, Alex, and Sam, found a large hole in the ground while exploring. Intrigued, they named it "Secret crater" and planned a celebration with a picnic.

Alex brought fizzy soda to drink, and Sam brought cookies. As they enjoyed their snacks, they realized how minor adventures could bring them closer together.

"It's the little things that unite us," Mia said, smiling.

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Foundational Skills 2

NAME: _____
DATE: _____

3.1

Activity Page

Encode and Apply

Write responses to the questions below using complete sentences. Use words from the word bank in each response. Write neatly in cursive, leaving spaces between words.

Word Bank

detail	deny	protect
relent	beginning	siren
protest	digest	nomads

1. What key ideas have you learned about ostriches?

Ostriches help their young digest their food.
Ostriches are nomads that do not stay in one place. Ostriches have traits like running fast to help protect them.

Foundational Skills 2

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2. What do the ostrich's words and actions show about her feelings toward Annie?

The ostrich answers Annie's questions in detail. This shows that she likes her. At the beginning, the ostrich tells Annie not to joke. This shows that she was annoyed with Annie.

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Foundational Skills 2

NAME: _____
DATE: _____

4.1

Activity Page

Determine the VCV Pattern

Your teacher will say a word aloud. Write the word in cursive. Determine if the pattern is VC/V or V/CV. Color in the box to mark your choice.

1. <i>human</i>	VC/V	V/CV
2. <i>solid</i>	VC/V	V/CV
3. <i>punish</i>	VC/V	V/CV
4. <i>rodent</i>	VC/V	V/CV

Write a sentence using at least one of the words above. Write neatly in cursive, leaving spaces between words.

5. *No sound could be heard through the solid door.*

Foundational Skills 2

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NAME: _____
DATE: _____

5.1

Activity Page

Use Context to Determine Word Meaning

Each set of sentences below has a multiple-meaning word in bold. Read the text, underline the context that helps define the word, and write the correct meaning on the line. Write neatly in cursive, leaving spaces between words.

1. The **pilot** waved goodbye to Annie and her family. Annie stopped as they walked to the car, looked back at the small plane, and shook her head.
A person who controls an aircraft
2. The plane ride had been scary because of the engine and the **wind**. She heard every sound of the engine, and the wind was so loud. Annie put her hands over her ears to keep out the sounds.
Movement of air
3. "What animals will we see? Will they get close to us? I have an animal fact book to share with everyone!" Annie was so vocal about the **trip**, talking as soon as they got in the car with the **trip** leader, that her father laughed.
Going to a place that is not home

Foundational Skills 2

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4. Annie was so vocal about the trip, talking as soon as they got in the car with the trip leader, that her father laughed. Her mother placed a hand on Annie's head and said, "Relax, Annie. Enjoy the view, or you might **miss** an animal," said her mother.

Not able to see something

5. The guide told Annie, "Just wait to see what happens. You cannot imagine how special it is here in the **wild** because there are things you have never seen and will never see anywhere but here."

Natural environment

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Foundational Skills 2

NAME: _____
DATE: _____

5.2 Activity Page

Use Context to Determine Word Meaning

Read the excerpt from *A Talk with Animals*. Read the dictionary entries for three words found in the text. Answer each prompt. Write neatly in cursive, leaving spaces between words.

Annie checked her animal fact book for one detail. She did not relent in her search for facts. "My book says ostriches do not fly. Is that true? Why do you have feathers if you do not fly?"

Olivia ruffled her feathers in protest. "Feathers are used for more than flying. Ostrich feathers help with body heat and balance. Body feathers impact body heat, and tail feathers help with balance when running," Olivia continued, "Ostriches have feathers like other birds, but the purpose of the feathers differs. While other birds use feathers to fly, ostriches use them for running."

balance (noun): the state of being in a stable position or the ability to stay upright without falling
balance (verb): adjusting the weight or position of something so that it does not fall

running (verb): (1) moving swiftly or quickly;
(2) trying to get elected to a position in the government

detail (noun): (1) a small, specific part of something;
(2) a military unit assigned to a specific duty or mission
detail (verb): (1) to describe or report something with specifics;
(2) to clean and refurbish something

Foundational Skills 2

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1. Which definition best matches the meaning of *running* as it is used in paragraph 2? Underline the word(s) in the paragraph that helped you choose the definition.

Moving swiftly or quickly

2. Which definition best matches the meaning of *balance* as it is used in paragraph 2? Underline the word(s) in the paragraph that helped you choose the definition.

to stay upright without falling

3. Which definition best matches the meaning of *detail* as it is used in paragraph 1? Underline the word(s) in the paragraph that helped you choose the definition.

a small specific part of something

4. What words in paragraph 1 help the reader understand the word *detail*?

"check her animal fact book"

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Foundational Skills 2

NAME: _____
DATE: _____

5.3 Take-Home

Practice Reading Fluency

Dear Family Member,

Your student has been reading *A Talk with Animals* and practicing reading and fluency. Please have your student read this excerpt from the story aloud. Encourage your student to focus on accuracy (reading the words correctly) and fluency (reading the words smoothly). Ask your student to retell the story of *A Talk with Animals* so far.

"What animals will we see? Will they get close to us? I have an animal fact book to share with everyone!" Annie was so vocal about the trip, talking as soon as they got in the car with the trip leader, that her father laughed.

Her mother placed a hand on Annie's head and said, "Relax, Annie. Enjoy the view, or you might miss an animal."

The car stopped, and the guide pointed to a huge dust cloud ahead.

Annie said in a soft voice, "Please let it be a bunch of zebras."

The guide told Annie, "Just wait to see what happens. You cannot imagine how special it is here in the wild because there are things you have never seen and will never see anywhere but here."

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NAME: _____
DATE: _____

6.1

Activity Page

Speak and Spell

Write the word you hear neatly in cursive, placing the word parts in their appropriate syllable boxes. Circle the open syllables.

	First Syllable	Second Syllable	Third Syllable	Fourth Syllable	Word
	ge	bras			gebras
1.	u	mi	ted		united
2.	de	hy	dra	tion	dehydration
3.	ab	so	lute	ly	absolutely

Complete the sentence with the word you hear read aloud. Divide the syllables. Circle the open syllables.

- I went to bed early because I was feeling depressed.
- We learned about the Earth's revolution.

Foundational Skills 2

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NAME: _____
DATE: _____

6.2

Activity Page

Exit Ticket

Fill in the blanks using the following tricky and high-frequency words from *A Talk with Animals*. Write neatly in cursive.

dangerous	curious	run
long	being	drink

- It may be dangerous to stand near a wild predator.
- The animals drink the water from the river.
- The giraffe's neck is long in order to reach leaves in tall trees.
- Samantha felt curious about the loud noise coming from outside.

Foundational Skills 2

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NAME: _____
DATE: _____

7.1

Activity Page

Use Context to Determine Word Meaning

Read the following excerpt from *A Talk with Animals* and answer the following questions.

- "Excuse me," said a voice. "But if you're curious, ask questions. Do not make jokes because you do not understand."
- Annie's mouth dropped open as she saw one of the birds standing close to the car. She felt like a tiny rodent next to a huge bird.
- "I am sorry for saying you look funny, but I have never seen a bird like you. Will you talk with me so I can learn more about you?" Annie asked in a low voice.
- "Birds like me are called ostriches. My name is Olivia. Yes, I will talk with you."
- Annie exhaled, nodded, and grinned. "Thank you, Olivia. What a great moment! I cannot wait to learn more about ostriches!"

Foundational Skills 2

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- What words in the excerpt best help the reader understand what *low* means in paragraph 3?
☒ A. "felt like a tiny rodent"; "I am sorry"
☐ B. "do not understand"; "mouth dropped open"
- What is the meaning of the word *funny* in paragraph 3?
☐ A. causing amusement or laughter
☒ B. strange or odd
- Read the dictionary entry.

close (adv.): with very little space between
close (verb): to shut

Which definition best matches the meaning of *close* in paragraph 2?

- ☒ A. with very little space between
☐ B. to shut
- Use a dictionary to look up the meaning of *excuse*. Write the definition as it is used in paragraph 1.

to forgive

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Foundational Skills 2

NAME: _____
DATE: _____

7.2

Take-Home

Examine Context Clues

Dear Family Member,

Your student has been learning how to use context clues to determine the accurate meaning of a multiple-meaning word. Please have your student read the following passage aloud and answer the questions to define each underlined word.

Once upon a time, in a forest, a bear named Benny roamed. One day, he found a shiny lantern with a bright light. He lifted the handle of the lantern and light filled the woods.

As the leaves rustled, Benny heard a soft voice. It was a bunny stuck in a bush! Benny, being kind, helped the bunny out. The bunny hopped away feeling thankful.

With the lantern's light, Benny explored the forest, making new friends along the way. From that day on, Benny shared the light. He made the forest a brighter and happier place.

1. What is the meaning of *light* in this context?

One day, he found a shiny lantern with a bright light.

- ☒ A. not heavy or full
B. a form of energy that makes it possible to see

Foundational Skills 2

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2. What is the meaning of *handle* in this context?

He lifted the handle of the lantern and light filled the woods.

- ☒ A. the part of an object that you hold
B. to manage or control something

3. What is the meaning of *leaves* in this context?

As the leaves rustled, Benny heard a soft voice. It was a bunny stuck in a bush!

- ☒ A. the part of a tree that grows from a stem
B. goes away or departs from

4. Write a definition for the word *kind* as it is used in this context: Benny, being kind, helped the bunny out.

To be helpful, friendly, or good

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Foundational Skills 2

NAME: _____
DATE: _____

8.1

Activity Page

Speak and Spell

Write the word you hear neatly in cursive, placing the word parts in their appropriate syllable boxes. Circle the open syllables.

	First Syllable	Second Syllable	Third Syllable	Fourth Syllable	Word
	ra	di	ant		radiant
1.	in	gre	di	ent	ingredient
2.	mo	men	tum		momentum
3.	com	po	ment		component
4.	in	for	ma	tion	information

Write the word that you hear in cursive. Divide the syllables. Circle the open syllables.

5. Quilt li ty

6. com luer kyan

Foundational Skills 2

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Write the sentence you hear on the line. Write neatly in cursive. Identify the word with an open syllable. Divide the syllables and circle the open syllable.

7. His mom loves that gel nut candy.

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Foundational Skills 2

NAME: _____ 8.2 Activity Page
DATE: _____

Reader Response

In what ways are ostriches and crocodiles different? Use details from the text and write at least three ways they differ. Write neatly in cursive, leaving spaces between words.

Sample Answer: Ostriches and crocodiles have many differences. First, crocodiles are strong swimmers while ostriches are quick runners. Second, crocodiles are covered in bony plates while ostriches are covered in feathers. Lastly, crocodiles stay warm by laying in the sun, but ostriches' feathers help with body heat.

Foundational Skills 2

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NAME: _____ 9.1 Activity Page
DATE: _____

Encode and Apply

Using words from the word bank and evidence from the text, answer the question below. Write neatly in cursive, leaving spaces between words.

Word Bank

depending	behavior	situation
movement	eloquently	advantage

How does the interaction between Annie and Cooper change her thinking about crocodiles?

Sample Student Response: Annie's understanding of crocodiles changed after elogtalking to Cooper. She learned that crocodiles modify their hunting strategies based on the situation. Cooper explained that they use the advantage of water to catch their prey. Annie realized that crocodiles have eyes and nostrils on the top of their heads, allowing them to hunt effectively even when underwater. This new knowledge helped Annie understand the behavior of wild animals better.

Foundational Skills 2

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NAME: _____ 10.1 Activity Page
DATE: _____

Fluency Self-Reflection Rubric

Reflect on your fluency using the given rubric.

A fluent reader. . .

- moves through a text at an appropriate speed (rate).
- pronounces words correctly and reads in meaningful phrases (accuracy).
- adds emotion and expression in their reading that is appropriate to what is happening in the text (prosody).

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Rate	Reads at the right speed all the time.	Usually reads at the right speed, but sometimes goes too fast or too slow.	Often reads too fast or too slow, making it hard to understand.	Reads too slow or too fast most of the time.
Accuracy	Reads all the words correctly.	Reads most words correctly, but makes a few mistakes that don't make it hard to understand.	Makes a lot of mistakes that make it hard to understand.	Makes so many mistakes that it's hard to understand.
Prosody	Uses expression and changes voice to make the story interesting and easy to understand.	Uses some expression and changes in voice to make the story interesting and easy to understand.	Uses a little bit of expression and voice changes.	Reads in a way that makes it hard to understand the story.

Foundational Skills 2

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NAME: _____ 10.2 Activity Page
DATE: _____

Scoop Phrases

Read the passage below aloud. Think about how you would group words into meaningful phrases that flow naturally when read aloud.

1. Draw a line under the phrases to scoop them.

"Look! Look!" shouted Annie's dad from the other corner of the river watchtower. A large group of zebras paused at the edge of the river.

2. Explain your thinking for one of the phrases you scooped. Write neatly in cursive, leaving spaces between words.

I scooped "Look! Look!" because it is something that a person would say quickly and urgently.

Foundational Skills 2

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NAME: _____ DATE: _____ **11.1** Activity Page

Determine the Meaning with a Suffix

Read the sentence. Underline the word with the -ed or -ing suffix. Decode the word. Circle the suffix. Write the meaning of the word with the suffix. Write a new sentence with the word. Write in cursive, leaving spaces between words.

- The Jones family did not want to move to a new city, but everybody was adapting to their new neighborhood, jobs, and schools.

Adapt means "to change when things around you are different."

Adapting means the process of change is still happening

- Kelly confirmed her attendance at Samantha's birthday party at the skating rink.

Confirm means "to agree to a plan that has been set."

Confirmed means the plan has already been agreed on

Foundational Skills 2

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- While on a trip to the zoo, Tomas was not expecting the elephant to wave at the crowd of people.

Expect means "to believe that something will happen."

Expecting means still believing something will happen

- Kenneth did not know what to say after his two-year-old brother destroyed the clay castle on Kenneth's desk.

Destroy means "to put an end to something by messing it up."

Destroyed means something has already been put to an end

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Foundational Skills 2

NAME: _____ DATE: _____ **11.2** Activity Page

Reader Response

Circle the suffix in each word in the word bank. Use words from the word bank to answer the prompt about A *Talk with Animals*. Write neatly in cursive, leaving spaces between words.

Word Bank

landed	complimented	drawing
climbed	widened	sleeping
planted	finished	keeping
looked	scouted	hunting

What was unusual about how Annie and Lenny's conversation began in the forest?

Lenny was watching Annie from a tree. Annie was drawing an insect on a leaf and Lenny complimented her sketch.

Foundational Skills 2

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NAME: _____ DATE: _____ **12.1** Activity Page

Build a Word

Part A

Directions: Complete one row of the table with your group. Find another partner or group to complete the remaining rows.

	-ing	painting	tracking	wondering	complimenting	scouting
	-ed	paint	tracked	wondered	complimented	scouted
Definition						
Base Word	paint	track	wonder	compliment	scout	
Image						

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Part B

Choose one word from the suffix columns. Write a new sentence with the word. Write neatly in cursive, leaving spaces between words.

Sara was complimenting Paul on his neat handwriting.

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Foundational Skills 2

NAME: _____ 12.2 Activity Page
DATE: _____

Retell the Reader

Use the transition words below to retell the key events from pages 46–52 of *A Talk with Animals*.

Transition Words

first	next	then	last
-------	------	------	------

Use the prompts to guide you in choosing key details:

- Where does the story take place?
- Which characters are part of the scene?
- What problem do the characters face in the story?
- What do the characters learn from each other?
- In what order would you place the events on a timeline?
- What are the causes and effects of the different events in the passage?
- What are the key events that move the story forward?

Foundational Skills 2

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First, Annie talks to Lenny about how he hunts. He says his strong legs help him jump and run fast to catch food.

Next, Lenny explains he can't run fast for long, but he's really good at being quiet to sneak up on his prey.

Then, Lenny tells Annie why he climbs trees. It's to stay safe and watch for food. He uses his sharp claws to climb.

Last, Annie asks if Lenny likes to be with other leopards. He says no, leopards are alone because it's easier to hunt that way. Annie thinks about how she likes being with her family and exploring the forest.

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Foundational Skills 2

NAME: _____ 13.1 Activity Page
DATE: _____

Determine the Meaning with a Suffix

Fill in the table to add the suffix to each base word from *A Talk with Animals*. Use the words in the table to complete the sentences below. Write the words neatly in cursive.

Base Word	–ed	–ing
scale	<i>scaled</i>	<i>scaling</i>
swirl	<i>swirled</i>	<i>swirling</i>
organize	<i>organized</i>	<i>organizing</i>
surprise	<i>surprised</i>	<i>surprising</i>
collect	<i>collected</i>	<i>collecting</i>
highlight	<i>highlighted</i>	<i>highlighting</i>
board	<i>boarded</i>	<i>boarding</i>
screech	<i>screeched</i>	<i>screeching</i>

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Annie's family boarded their flight early in the morning, excited about their adventure to the savanna. As they were boarding, Annie's face lit up with surprised smiles, eagerly anticipating the wild animals they would see.

Once they arrived and started organizing their safari gear, they could hear exotic birds screeching loudly as they flew. The tour guide collected everyone into a small group, highlighting the importance of staying together.

The sight of elephants swirling dust with their trunks while bathing was a delightful spectacle. Gazelles were seen scaling the terrain with ease, their agile movements a highlight of the safari. The family's cameras were busy collecting memories.

As the day ended, the organized tour felt like a collection of unforgettable moments. Each encounter with the wild animals was more surprising and fascinating than the last.

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Foundational Skills 2

NAME: _____ 13.2 Activity Page
DATE: _____

Reader Response

Discuss each prompt with a partner. Choose two prompts to respond to. Complete each sentence stem using text evidence. Write neatly in cursive, leaving spaces between words.

- Why does Annie decide to play a game with Nolan after she arrives home?

The most likely reason Annie plays with Nolan is because he is a little boy, and she wants to share her experiences in a way that he understands.

- What can you infer about Annie from the details on pages 57 and 58?

I can infer that Annie is talented at sketching, drawing, and painting.

On page 57, the text says that this would be her best art project yet.

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- What is the most likely reason Annie's parents give each other a high five on page 54?

The most likely reason is Annie said she had lots of great memories, so they are pleased that it was a successful family trip.

- What is the most likely reason Annie and her parents want to share their pictures and stories with their friends?

The most likely reason is they wanted to find a way to share their love of travel and their experiences with others.

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Foundational Skills 2

NAME: _____ 13.3 Take-Home
DATE: _____

Define Words

Dear Family Member,

Your student has been reading *A Talk with Animals* in class. As we've been reading this text, we have encountered some new words. Please have your student draw a simple sketch next to each word to show its meaning. Draw a line to match the vocabulary word with its definition.

camouflage	an animal that hunts other animals for food
prey	an animal that is food for other animals
predator	a small mammal with long front teeth used for gnawing
survival	a way of hiding something by covering or coloring it so that it looks like its surroundings
rodent	the act of staying alive

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Write two sentences using two of the words above. Write neatly in cursive, leaving spaces between words.

1. *Answers may vary.*
2. *Answers may vary.*

NAME: _____
DATE: _____

14.1

Assessment

Fluency Assessment

Read aloud the text below.

The Bicycle Trip

Amari got a new bicycle for her birthday. The bicycle was a vibrant orange and the wheels shined like silver. Amari loved it! She made it a habit to ride it every day and everywhere. The bicycle had a basket in front. Amari liked to keep snacks in the basket. Her favorite snack was hazelnut chocolate candy bars.

It was a scorching sunny day during school vacation. Amari decided to go exploring for a place to cool down. She hopped on her bicycle. She had heard about a beautiful meadow just outside the town. She hoped that a breezy open meadow would help to tame the heat. Also, she had never been there and was curious to explore it.

Amari rode her bicycle through the town. Then she rode through some woods. The shade from the trees gave her some relief. Just then, a red squirrel darted across her path. She braked quickly. It dashed down a hidden path. Amari turned and rode on the path. It led to the meadow! In the middle of the meadow was a large hazelnut tree. The squirrel was chomping on the hazelnuts that had fallen from the trees. The squirrel looked happy to be filling his hungry belly.

Amari was excited. She parked her bicycle and ran to the tree. The tree was full of hazelnuts! She could tell because they have a tough brown shell on the outside that opens when they're ready to eat. The nut inside the shell is round and white and tastes sweet. Amari thought, *These will make a great snack later!* She filled her basket. Then she got back on her bicycle and returned home.

At dinner that evening, Amari told her family about her amazing day. She shared her hazelnuts with everyone. Dad salted and roasted some then added them to a salad. Mom blended them with chocolate powder to make a spread for toast. They were delicious! For the rest of her vacation, Amari continued to visit the meadow and collect hazelnuts.

NAME: _____
DATE: _____

14.2

Assessment

Fluency Assessment Questions

Read each question and circle the correct answer.

1. What does the reader learn about Amari?
A. She likes to stay indoors and read books.
☒ B. She is frightened of the squirrel, so she returns home.
C. She enjoys exploring the outdoors on her new bike.
D. She wanted to keep all the hazelnuts for herself.
2. Why is it important that the story takes place in the summertime?
A. It is a fun time to be outdoors and explore.
B. Amari has a birthday and gets a bike.
C. The sun made the bicycle wheels shine.
☒ D. The squirrel likes to eat hazelnuts when it's warm.
3. Why did Amari decide to go exploring?
☒ A. She had heard about the beautiful meadow.
B. She had nothing else to do.
C. She made it a habit to ride her bike every day.
D. She wanted to look for animals.
4. How did Amari find the meadow?
A. She followed a sign that pointed the way.
B. She saw a huge hazelnut tree.
C. She smelled the hazelnuts.
☒ D. She followed a squirrel down a path.

5. What phrase from the story helps the reader understand the meaning of *chomping*?
- "on the hazelnuts"
 - "fallen from the trees"
 - "looked happy"
 - "filling his hungry belly"**
6. What words does the author use to describe the hazelnuts?
- round, white, and sweet**
 - brown, roasted, and salty
 - large, hard to find, and open
 - orange, shiny, and tough
7. How did Mom prepare the hazelnuts?
- She salted and roasted them.
 - She put them in a salad.
 - She blended them with chocolate powder.**
 - It inspired her to return to the hazelnut tree regularly.

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Foundational Skills 2

NAME: _____
DATE: _____

15.1

Assessment

Reading Assessment

Circle the word that your teacher says out loud.

- | | | | |
|--------------------|--------------|-----------------|-------------------|
| 1. voice | vocal | voting | volley |
| 2. vanity | statue | savanna | advantage |
| 3. definite | defacing | defeated | define |
| 4. teaching | detecting | promised | protection |
| 5. detail | entail | daily | ailment |
| 6. musically | muscle | musician | museum |
| 7. radiator | radar | radio | related |
| 8. armory | around | roamed | aroma |
| 9. genuine | gentle | gentleman | engine |
| 10. armory | harmful | hurried | harmony |

Foundational Skills 2

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NAME: _____
DATE: _____

15.2

Assessment

Spelling Assessment

Write each word as your teacher says it out loud. Write neatly in cursive, leaving spaces between words when applicable.

- lem/on (VC/V)*
- vis/it (VC/V)*
- til/ger (V/CV)*
- cal/ter/ing (V/CV; -ing affix)*
- mol/ment (V/CV)*
- po/tal/to (open syllable)*
- fi/mal/ly (open syllable)*
- bi/cy/cle (open syllable)*
- mul/se/um (open syllable)*
- pro/tect/ed (open syllable; -ed affix)*

Foundational Skills 2

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11. Write the sentence as your teacher says it out loud.



I be/gan to o/pen the door by slowly turn/ing the knob. (V/CV, open syllable, -ing affix)

Read each question and circle the correct answer.

12. Maria has been waiting all week for a gift box to arrive. She hopes the postal service will be _____ it today before she leaves for vacation.
- delivering**
 - delivered
13. Tony sent out many invitations for the family holiday party, but he _____ a lot of people to have other plans, so he was not surprised when only ten people came to the party.
- expecting
 - expected**

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Foundational Skills 2

NAME: _____ PP.1 Activity Page
DATE: _____

Identify Open Syllables

Read the sentence. Circle the open syllable in the underlined word.

Example: The tiger has stripes on his coat.

1. The radar sees planes in the sky.
2. The echo is when sound bounces back.
3. We eat dinner at the table.
4. We show how to do things in a demo.
5. The hotel is where we stay on trips.
6. Keep your mind open to new ideas.
7. We cook food in oil to fry.
8. We love to dance to the music.
9. A memo is a note to remember things.
10. Write that on paper!

Foundational Skills 2

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NAME: _____ PP.2 Activity Page
DATE: _____

Fill in the Blank

Read each sentence. Fill in the blank, adding either -ed or -ing to the word in parentheses. Write neatly in cursive.

Example:

Earlier this morning, the dog jumped over the fence. (jump)

1. She was opened the window to let the cool breeze in. (open)
2. The students were talking quietly in the classroom. (talk)
3. Yesterday, he asked his mom if he could go to the park. (ask)
4. We are helping her with the yard work. (help)
5. The dog wanted to have a treat. (want)
6. The birds were calling out. (call)

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7. The racers finished the race late last night. (finish)
8. The children were playing in the backyard. (play)
9. The audience laughed at the joke. (laugh)
10. Last night, the parents walked the dog. (walk)

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Foundational Skills 2

NAME: _____ PP.3 Activity Page
DATE: _____

Find and Fix

Read the story. Find the underlined words containing -ed and -ing suffixes, circle the words used incorrectly, and write the correct form above it. Write neatly in cursive. Hint: There are seven errors.

Sarah and her dog Max went for a walk in the woods. It was a sunny day, and Max was happy and was wagging his tail. They saw a frog hopped by the brook, and Sarah laughed. Max chasing it. Then they found some rabbits eating carrots. Sarah spotted a family of deer. They were chewing grass peacefully. After a long walk, they went home. Sarah told her parents all about their adventure, and Max fell asleep beside her. Sarah tucked herself in bed. She was thinking about the fun day she had with Max. She whispered, "Goodnight, Max," and they both fell asleep. They were excited for more adventures tomorrow.

Foundational Skills 2

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NAME: _____ PP.4 Activity Page
 DATE: _____

Write the Meaning Mash-Up Definitions

Use a dictionary to look up the definitions of the multiple-meaning words. Write a definition for the word to the left and to the right. Write neatly in cursive, leaving space between words. Afterwards, create an image that represents each word.

Image	Meaning	Word	Meaning
	<i>grab and hold something that has been thrown</i>	catch	<i>to go after something and take control of it</i>
	<i>able to cut something</i>	sharp	<i>able to see something and understand quickly</i>
	<i>a small mark</i>	spot	<i>see something that is not easy to find</i>
	<i>a locked cabinet that holds important things</i>	safe	<i>protected from bad things happening</i>

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Write a sentence for each definition of each word below.

catch: *Answers may vary.*

catch: *Answers may vary.*

sharp: *Answers may vary.*

sharp: *Answers may vary.*

spot: *Answers may vary.*

spot: *Answers may vary.*

safe: *Answers may vary.*

safe: *Answers may vary.*

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Foundational Skills 2

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, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading. Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and 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) during 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 will 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 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 ideas have great emotional appeal. Unfortunately, both 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 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 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 was a simple one-to-one relationship between letters and sounds, that might be a good estimate of the code's complexity. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many 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, 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 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 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 charts provided for the basic and advanced code.

Basic and Advanced Code: Consonants			
Phoneme	Basic code spelling	Advanced Code Spelling	Example Words
/b/	'b'	'bb'	bat , ebb
/ch/	'ch'	'tch,' 't'	chop , watch , future
/d/	'd'	'dd,' 'ed'	mad , rudder , played
/f/	'f'	'ff,' 'ph,' 'gh'	fox , stuff , phone , rough
/g/	'g'	'gg,' 'gu,' 'gh,' 'gue'	get , egg , guess , ghost , vague
/h/	'h'	'wh'	hat , who
/j/	'j'	'g,' <i>dge</i> , <i>dg</i> , <i>ge</i> , 'd'	jump , giant , judge , judging , barge , education
/k/	'c,' 'k'	<i>ck</i> , <i>cc</i> , <i>ch</i>	cat , kit , rock , raccoon , school
/l/	'l'	<i>ll</i>	lip , bell
/m/	'm'	<i>mm</i> , <i>mn</i> , <i>mb</i>	mat , hammer , hymn , lamb
/n/	'n'	<i>nn</i> , <i>kn</i> , <i>gn</i>	net , runner , knot , gnat
/ng/	<i>ng</i>	'n'	thing , think
/p/	'p'	<i>pp</i>	pit , pepper
/qu/	<i>qu</i>		quit
/r/	'r'	<i>rr</i> , <i>wr</i> , <i>rh</i>	red , squirrel , wrong , rhombus
/s/	's'	<i>ss</i> , 'c,' <i>sc</i> , <i>st</i> , <i>ce</i> , <i>se</i>	sit , dress , city , science , whistle , prince , rinse
/sh/	<i>sh</i>	'ss,' 's,' 'ch,' 'ssi,' 'si,' 'ti,' 'ci'	ship , assure , sure , chef , session , tension , Martian , Grecian
/t/	't'	<i>tt</i> , <i>ed</i> , <i>bt</i>	top , mitt , walked , doubt
/th/	<i>th</i>		thin
/th/	<i>th</i>	<i>the</i>	them , bathe
/v/	'v'	<i>ve</i>	vet , valve
/w/	'w'	<i>wh</i>	wet , when
/x/	'x'		tax
/y/	'y'		yes
/z/	'z'	<i>zz</i>	zip , buzz
/zh/	(none)	<i>ge</i> , 'j,' 's'	garage , Jacques , treasure

Basic and Advanced Code: Vowels			
Phoneme	Basic code spelling	Advanced Code Spelling	Example Words
/a/	'a'		cat
/ae/	a_e	'a,' ai, ay, ei, ey, eigh, ea, aigh	date, baby, rain, tray, vein, prey, eight, steak, straight
/ar/	ar		arm
/aw/	aw	au, ough, augh, al	paw, pause, ought, naughty, wall
/e/	'e'	ea, ai, ay, a, ie	bed, head, said, says, many, friend
/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, gym, build, give
/ie/	i_e	'i,' igh, ie, y, y_e, ye, uy	fine, find, high, pie, my, style, bye, guy
/o/	'o'	'a,' wa	hot, lava, water
/oe/	o_e	'o,' oe, ow, oa	rope, no, toe, snow, boat
/oi/	oi	oy	oil, boy
/oo/	oo	o_e, 'u,' u_e, ue, ew, 'o,' ou, ui, eu, oe	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/oo/	oo	u, oul	wood, put, could
/ou/	ou	ow, ough	out, now, bough
/or/	or	ore, our, oor, oar, ar	for, bore, four, door, soar, award
/u/	'u'	'o,' ou, o_e, 'e'	but, among, touch, come, the
/ue/	u_e	'u,' ue, ew	cute, pupil, hue, few
/ə/	'a'	'e'	about, debate
/ə/ + /l/	al	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. 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 generally suggests 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 Tricky Word that way yourself. Then you can point out how the word is 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 must 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 as you would expect and pronounced as expected. 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 must be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are 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. The Venn diagram below shows the relationship between these two categories, as understood within this program.

Tricky Words	Overlap	Sight Words
colonel, aisle, Aarol, ballet	of, to, once, one, was, who, said	in, it, at, on, if, then, this, did, and, with

The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that 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 as Tricky Words because they are not pronounced (or written) as you would expect. These are irregular words (and therefore hard to read and write, at least first) and very common (and important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these 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.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in the materials—but you probably do not need to give these words special attention, and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term sight word in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

The program does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that the program is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's "Instant Word" list. Fry's list is divided into groups of 100. For illustration purposes, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

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 process for determining which high-frequency words to teach and the timing of their introduction is structured and integral to the curriculum, designed to optimize comprehension and retention. Each unit focuses on 8-12 high-frequency words. These words are carefully selected based on their relevance as content words central to the unit's Reader and their frequent usage throughout the Reader. To facilitate learning, these words are introduced by sounding them out and employing Spelling Cards, which aid in decoding.

As the unit progresses, the high-frequency words highlighted in the Reading section of each lesson are consistently reviewed, ensuring recognition and understanding of these words both in and out of context. To reinforce learning and maintain engagement, focused high-frequency word decode/encode games found in the Reading section are incorporated every few days, strategically reviewing one-third of the previously encountered words to reinforce retention.

To further consolidate learning, a final high-frequency word game that reviews all the words introduced in the unit is played at designated Pausing Points, ensuring multiple opportunities to interact with and master these words. Additionally, fluency checkpoints are conducted to monitor progress in automaticity and fluency, essential components of reading proficiency. This comprehensive approach ensures that students are not only exposed to high-frequency words but also engage with them in a variety of contexts, enhancing reading skills and confidence.

Unit	High Frequency Word Scope and Sequence
1	night, about, tree, story, thought, every, began, hard, important, river, small, near
2	talk, walk, head, eyes, book, being, run, drink, long, much, keep, group
3	grow, better, become, open, food, carry, clean, feet, while
4	always, sometimes, something, idea, fall, never, draw, paper, last, today
5	hear, saw, close, those, stop, got, might, light, white, warm
6	earth, life, high, done, far, mountains, together, often, under
7	real, hurt, begin, both, start, above, once, example
8	side, country, city, try, sea, took, kind, without, family
9	father, own, open, along, plant, last, only, young, few
10	eight, school, enough, show, watch, song, almost, list

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 to these and other lessons as they best meet 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 remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your

observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of remediation can be moved to the appropriate group, while students who are making progress can advance.

Appendix B:

Grade 3 Scope and Sequence

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

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

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 spell 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

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

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

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

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

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 and spell 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

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 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

UNIT 10

- read and spell multisyllabic words with the sound-spelling patterns *igh* 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

Appendix C:

Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one syllable word with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stom·ped*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in kindergarten.

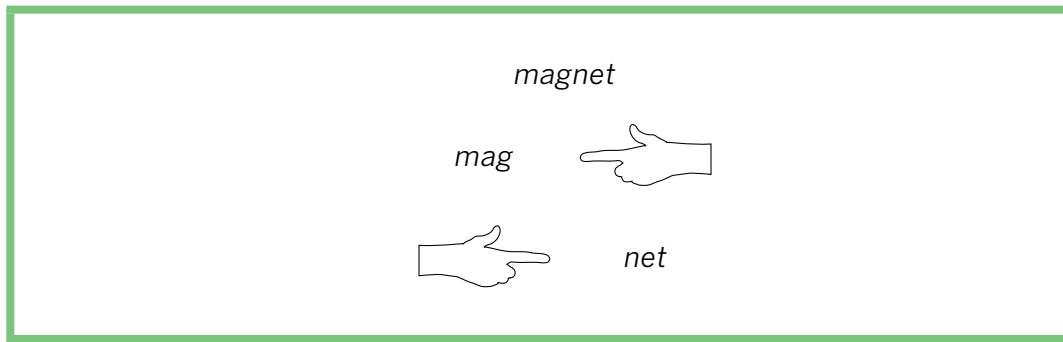
Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.
ad·mit nap·kin trum·pet
- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.).
traff·ic muff·in happ·en

- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon·ster con·tract pil·grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

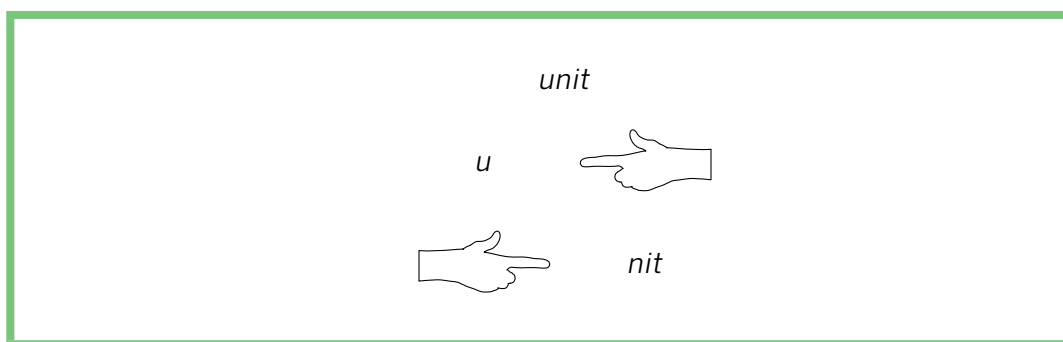


- In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.
- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:
tar · get for · get es · cape ig · loo scoun · drel char · coal
- In Grades 2 and 3, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

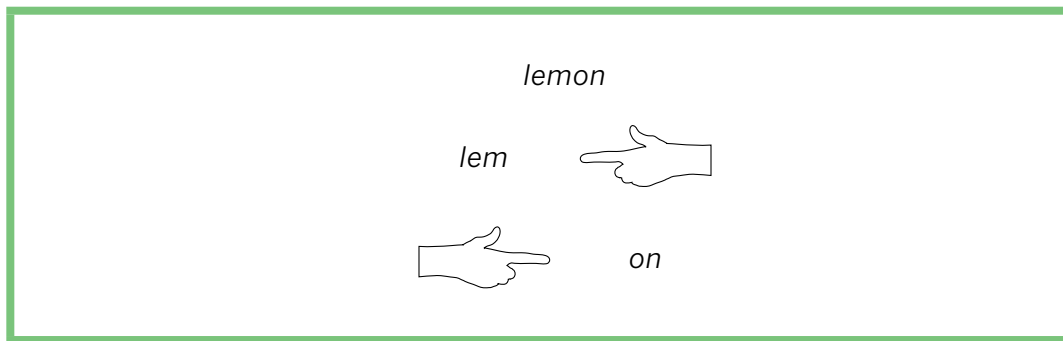
pu · pil vi · rus mo · ment



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. To recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

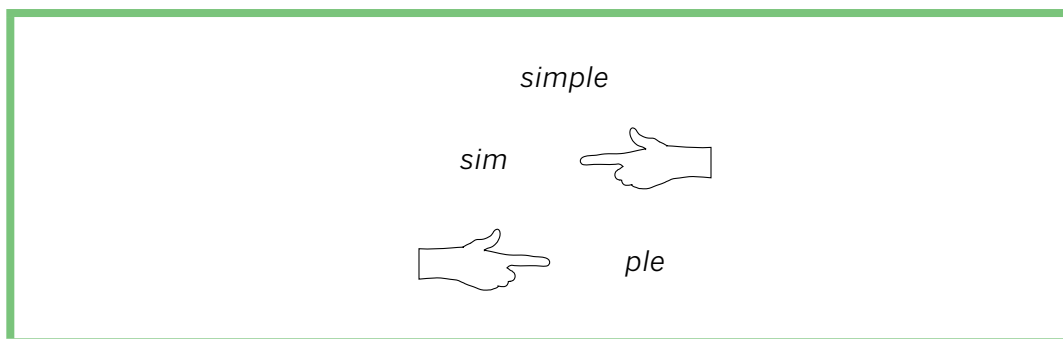
cam · el mel · on pun · ish



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words.

ban · gle twin · kle sta · ble cra · dle tur · tle



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include

'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout de · pos · it med · al e · vil nick · el lo · tion

As noted earlier, the Consonant–LE Syllable is a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre·tend non·sense tri·cycle re·peat elf·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 2

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	p. 7, p. 8, p. 13, p. 55, p. 61, p. 102, p. 107
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 7, p. 8, p. 10, p. 19, p. 22, p. 41, p. 43, p. 48, p. 51, p. 55, p. 56, p. 58, p. 65, p. 70, p. 75, p. 77, p. 85, p. 89, p. 93, p. 96, p. 102, p. 105, p. 112, p. 114, p. 122, p. 125, p. 126
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	p. 7, p. 8, p. 13, p. 19, p. 25, p. 31, p. 36, p. 48, p. 53, p. 55, p. 61, p. 75, p. 80, p. 85, p. 89, p. 93, p. 96, p. 99, p. 102, p. 107, p. 112, p. 116, p. 122, p. 126, p. 132, p. 137
TEKS 3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols	p. 31, p. 34, p. 41, p. 43, p. 45, p. 65, p. 68, p. 85, p. 87, p. 102, p. 105, p. 112, p. 114, p. 126, p. 132, p. 135
TEKS 3.1.E	develop social communication such as conversing politely in all situations	p. 31, p. 34, p. 122, p. 126
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate and apply phonetic knowledge by:		
TEKS 3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en	
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. 55, p. 56, p. 58, p. 61, p. 75, p. 77, p. 80, p. 85, p. 87, p. 89, p. 132, p. 135, p. 141, p. 145
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations	
TEKS 3.2.A.iv	decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts	p. 7, p. 8, p. 10, p. 13, p. 19, p. 22, p. 25, p. 31, p. 34, p. 36, p. 41, p. 43, p. 45, p. 132, p. 135, p. 141, p. 145
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	
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list	p. 13, p. 19, p. 25, p. 31, p. 36, p. 56, p. 61, p. 85, p. 89, p. 102, p. 107, p. 112, p. 116, p. 122, p. 126
(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. 55, p. 56, p. 58, p. 75, p. 77, p. 85, p. 87, p. 132, p. 135, p. 141, p. 145
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 such as VCCV, VCV, and VCCCV	p. 7, p. 8, p. 10, p. 19, p. 22, p. 31, p. 34, p. 36, p. 41, p. 43, p. 132, p. 135, p. 141, p. 145
TEKS 3.2.B.vi	spelling words using knowledge of prefixes	
TEKS 3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	p. 112, p. 116

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Foundational Skills 2		Correlation—Teacher's Guide
TEKS 3.2.C	alphabetize a series of words to the third letter	
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	p. 7, p. 8, p. 10, p. 19, p. 22, p. 31, p. 34, p. 36, p. 41, p. 43, p. 48, p. 51, p. 55, p. 56, p. 58, p. 75, p. 77, p. 85, p. 87, p. 102, p. 105, p. 107, p. 112, p. 114, p. 116, p. 122, p. 125, p. 132, p. 135, p. 141, p. 145
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation	p. 7, p. 8, p. 13, p. 19, p. 25, p. 48, p. 51, p. 65, p. 70, p. 85, p. 89, p. 102, p. 107, p. 112, p. 114, p. 116
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	p. 7, p. 8, p. 13, p. 19, p. 25, p. 31, p. 36, p. 48, p. 51, p. 53, p. 55, p. 61, p. 65, p. 68, p. 70, p. 75, p. 80, p. 85, p. 89, p. 102, p. 107, p. 112, p. 116, p. 122, p. 126
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	p. 102, p. 105, p. 107, p. 112, p. 114, p. 116, p. 122, p. 125, p. 126, p. 141, p. 145
TEKS 3.3.D	identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 3.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	p. 48, p. 53, p. 55, p. 61, p. 65, p. 70, p. 93, p. 96, p. 99, p. 132, p. 137
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 3.5	self-select text and read independently for a sustained period of time	p. 132, p. 135, p. 141, p. 147
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 3.6.A	establish purpose for reading assigned and self-selected texts	
TEKS 3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 3.6.C	make, correct, or confirm predictions using text features, characteristics of genre, and structures	
TEKS 3.6.D	create mental images to deepen understanding	
TEKS 3.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 3.6.F	make inferences and use evidence to support understanding	
TEKS 3.6.G	evaluate details read to determine key ideas	
TEKS 3.6.H	synthesize information to create new understanding	
TEKS 3.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Foundational Skills 2

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TEKS 3.7.A	describe personal connections to a variety of sources including self-selected texts	
TEKS 3.7.B	write a response to a literary or informational text that demonstrates an understanding of a text	
TEKS 3.7.C	use text evidence to support an appropriate response	
TEKS 3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	
TEKS 3.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
TEKS 3.7.F	respond using newly acquired vocabulary as appropriate	
TEKS 3.7.G	discuss specific ideas in the text that are important to the meaning	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 3.8.A	infer the theme of a work, distinguishing theme from topic	
TEKS 3.8.B	explain the relationships among the major and minor characters	
TEKS 3.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution	
TEKS 3.8.D	explain the influence of the setting on the plot	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 3.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths	
TEKS 3.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	
TEKS 3.9.C	discuss the elements in drama such as characters, dialogue, setting, and acts	
(D) recognize characteristics and structures of informational text, including:		
TEKS 3.9.D.i	the central idea with supporting evidence	
TEKS 3.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding	
TEKS 3.9.D.iii	organizational patterns such as cause and effect and problem and solution	
(E) recognize characteristics and structures of argumentative text by:		
TEKS 3.9.E.i	identifying the claim	
TEKS 3.9.E.ii	distinguishing facts from opinion	
TEKS 3.9.E.iii	identifying the intended audience or reader	
TEKS 3.9.F	recognize characteristics of multimodal and digital texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Foundational Skills 2

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(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 3.10.A	explain the author's purpose and message within a text	
TEKS 3.10.B	explain how the use of text structure contributes to the author's purpose	
TEKS 3.10.C	explain the author's use of print and graphic features to achieve specific purposes	
TEKS 3.10.D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	
TEKS 3.10.E	identify the use of literary devices, including first- or third-person point of view	
TEKS 3.10.F	discuss how the author's use of language contributes to voice	
TEKS 3.10.G	identify and explain the use of hyperbole	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 3.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
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(B) develop drafts into a focused, structured, and coherent piece of writing by:

TEKS 3.11.B.i	organizing with purposeful structure including an introduction and conclusion	
TEKS 3.11.B.ii	developing an engaging idea with relevant details	
TEKS 3.11.C	revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity deleting, or rearranging words, phrases or sentences	

(D) edit drafts using standard English conventions, including:

TEKS 3.11.D	edit drafts using standard English conventions	
TEKS 3.11.D.i	complete simple and compound sentences with subject-verb agreement	
TEKS 3.11.D.ii	past, present, and future verb tense	
TEKS 3.11.D.iii	singular, plural, common, and proper nouns	
TEKS 3.11.D.iv	adjectives, including their comparative and superlative forms	
TEKS 3.11.D.v	adverbs that convey time and adverbs that convey manner	
TEKS 3.11.D.vi	prepositions and prepositional phrases	
TEKS 3.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 3.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Foundational Skills 2

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TEKS 3.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places	
TEKS 3.11.D.x	punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series	
TEKS 3.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 3.11.E	publish written work for appropriate audiences	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 3.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	
TEKS 3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	
TEKS 3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 3.12.D	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 3.13.A	generate questions on a topic for formal and informal inquiry	
TEKS 3.13.B	develop and follow a research plan with adult assistance	
TEKS 3.13.C	identify and gather relevant information from a variety of sources	
TEKS 3.13.D	identify primary and secondary sources	
TEKS 3.13.E	demonstrate understanding of information gathered	
TEKS 3.13.F	recognize the difference between paraphrasing and plagiarism when using source materials	
TEKS 3.13.G	create a works cited page	
TEKS 3.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

Foundational Skills 2

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 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 grade-level vocabulary;	p. 59, p. 79, p. 115, p. 124
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;	p. 51, p. 68, p. 87, p. 90, p. 105, p. 136
ELPS 1.F	use accessible language and learn new and essential language in the process;	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;	
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.	p. 87
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease;	p. 11, p. 79
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	p. 11, p. 34, p. 44
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	p. 71

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

Foundational Skills 2		Correlation—Teacher's Guide
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. 53, p. 97
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	p. 38, p. 53, p. 62, p. 108, p. 124, p. 147
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.	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;	p. 23
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;	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;	p. 118
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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

Foundational Skills 2

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ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;	p. 38, p. 44
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. 81, p. 100
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. 16, p. 62, p. 63, p. 90, p. 108, p. 128
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	p. 136
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. 90, p. 118
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. 147

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Foundational Skills 2

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ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	p. 34, p. 38, p. 45
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.	p. 68, p. 81

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