

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 3

# Teacher Guide

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EDITION 1

Grade 3

# **Foundational Skills 3**

## **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 3 OVERVIEW

Unit 3 focuses on enabling students to read and spell multisyllabic words with vowel-consonant-e (VCe) syllables, essential for understanding the structure and pronunciation of complex English words. Understanding the pattern of VCe syllables helps students read multisyllabic words more fluently. They learn that the final ‘e’ often changes the pronunciation of the preceding vowel, which is crucial for accurate spelling. Additionally, methods are provided for teaching the nuances of spelling words with suffixes, especially those requiring the alteration of the base word by dropping the final ‘e.’ This alteration often changes both the meaning and pronunciation of the word. This skill significantly expands a student’s vocabulary. It allows them to form and recognize a wider array of words from a single base word. As students progress in their education, they will encounter increasingly complex texts. Understanding word modification rules, like dropping the final ‘e’, prepares them to tackle these texts more effectively.

## TRICKY SPELLINGS

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called “tricky spellings.” In Unit 3, instruction focuses on split digraphs, or VCe spellings. These terms mean the same thing and are used interchangeably. Students build on this concept by examining how a consonant suffix, especially when attached to a base word that ends in silent ‘e,’ changes the spelling of the base word. Students build on this concept by examining how a suffix, especially when attached to a base word that ends in a vowel, changes the spelling of the base word.

**Note:** The term “split digraph” is used throughout this unit. Using this term is the equivalent of using VCe to denote the vowel–consonant–silent e pattern. VCe is referenced in multiple TEKS throughout the unit; these terms are interchangeable.

## 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 point out the tricky parts of each word.

The Tricky Words taught in this unit are:

- Lesson 1 – *muscles, building*
- Lesson 3 – *blood, soldier, bacteria*
- Lesson 5 – *sugar, pressure*
- Lesson 7 – *intestines*
- Lesson 11 – *tissues, tissue*

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 – *grow*

Lesson 2 – *become, better*

Lesson 3 – *open*

Lesson 5 – *food*

Lesson 7 – *carry*

Lesson 8 – *clean, feet*

Lesson 9 – *tissues, while*

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## READER: HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG

The Unit 3 Reader emphasizes the importance of maintaining a healthy lifestyle. It likens sleep to recharging batteries, vital for growth, cell repair, and enhancing memory, and recommends establishing a consistent sleep schedule and relaxing bedtime routines. The text highlights the benefits of regular exercise for heart health, circulation, and boosting the immune system, along with the importance of a balanced diet for energy and growth. Hydration is emphasized, explaining water's role in nutrient transportation and waste elimination. Personal hygiene, including cleanliness and dental care, is portrayed as crucial for preventing illness. The text also addresses the mind-body connection, advocating physical activity to improve mood and focus, and the importance of expressing emotions. Finally, it underscores the positive impact of friendships and social interactions on mental and physical well-being, promoting a sense of belonging and support. Overall, the story educates children on the importance of physical, mental, and social health in a holistic approach to well-being.

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

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## UNIT 3 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 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 portion of the assessment takes place during the first 20 minutes of Lesson 15. Once students have completed the assessment, they will have 10 minutes for Self-Sustained Reading. Use time in this lesson to finish working with students who still need to complete the Fluency Assessment in the previous lesson.

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



## **CURSIVE WRITING**

### **TEKS 3.2.D**

At Grade 3, students are expected to write neatly in cursive, using correct letter formation and leaving space between words. Throughout the program, teachers are prompted to remind students of this expectation and provide corrective feedback. For students who need additional review, the Grade 2 curriculum contains fourteen lessons of instruction in cursive writing. The cursive program covers the lower- and uppercase alphabets and with the accompanying Activity Book, it provides both a solid introduction to students new to cursive and a timely refresher to more experienced students.

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

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

## **PAUSING POINT**

An extensive listing of additional activities to teach and practice Unit 3 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 acceleration for individuals or groups of students in any areas in which they require supplementation based on the Student Performance Assessment.

## **FLUENCY SUPPLEMENT**

A separate component, the Fluency Supplement, is available in the program's 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), as indicated by the anecdotal records, as well as a way to track progress from unit to unit. See the Unit 1 introduction or directions in the Fluency Supplement for further guidance.



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

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## REPEATED ROUTINES

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

- Reading and Dictation
- Partner Reading
- Choral Reading

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



## ADDITIONAL MATERIALS NEEDED IN UNIT 3

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

- highlighters (1)
- whiteboards (3)
- dry erase markers (3)
- whiteboard erasers (3)
- small tokens for playing pieces (4)
- index cards (4)
- colored pencils (6)
- sticky notes (10)
- whisper phones (11)
- dice (12)
- recreational reading options (14)
- stopwatch or clock (14)
- 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 materials. (5)



## 1

## INTRODUCE

## Split Digraph a\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

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

## Reading

Students will read Chapter 1 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will collaborate and read multisyllabic words with VCe syllables. **TEKS 3.1.D; TEKS 3.2.A.ii**

Students will read and pronounce Tricky Words *building* and *muscles* and the high-frequency word *grow*. **TEKS 3.2.A.vii**

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

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

## FORMATIVE ASSESSMENT

## Activity Page 1.1

## Highlight the Code

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

## Activity Page 1.2

## Reader Response

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

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Split Digraph 'a_e'	Whole Group	10 min.	<input type="checkbox"/> Spelling Card for /ae/ > 'a_e' ( <i>cake</i> ) <input type="checkbox"/> Individual Code Chart
Practice with Highlight the Code	Small Group	5 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> highlighters <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Partners	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 1–5) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Activity Page 1.2

## ADVANCE PREPARATION

### Foundational Skills

- Prepare to display the spelling card for /ae/ > 'a\_e' (*cake*).

### 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: *cells, gland, neurons, organizing, pituitary, and proteins*. Display vocabulary on the board for students to decode.

### Universal Access

- Display images from the Reader for students to use as guidance as they create an original sentence using a VCe word for Activity Page 1.2.
- Prepare flashcards of words containing the 'a\_e' sound to review Split Digraph 'a\_e.' Word bank may include: *tape, snake, grape, escape, located, celebrate, inflated*.
- Prepare a graphic organizer for sorting words based on whether the vowel sound is long or short.
- Prepare a word bank of words containing the 'a\_e' sound. Words may include *tape, snake, grape, escape, located, celebrate, and inflated*.
- Copy a short text from the Reader that contains words with the VCe or split digraph pattern.
- Prepare sentence stems to provide to students:
  - I notice that...
  - In this picture, I see...
- Have the Fluency Supplement available for additional support.

## Lesson 1: Introduce Split Digraph a\_e

## Foundational Skills

15M

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

Students will read and spell multisyllabic words with VCe syllables.

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

## INTRODUCE SPLIT DIGRAPH 'A\_E' (10 MIN.)

- Tell students today you are going to learn about the vowel pattern CVC. Turn to a partner, and brainstorm a list of words that follow this vowel pattern.
- Write the word *rat* on the board. Ask students to read it in unison.
- Ask: What is the vowel pattern in this word? (CVC) When we have a CVC word, is the vowel long or short? (*short*)
- Ask students to turn and talk with a partner: How can we make the short vowel sound a long vowel sound in this word? (*add an 'e' to the end of the word to make the VCe pattern*)
- Add an 'e' at the end to form *rate*. Ask students to read it in unison.
- Point to each sound in *rate* and say them aloud: /r/ (point to the letter 'r'), /ae/ (simultaneously point to the letters 'a' and 'e' with two fingers), /t/ (point to the letter 't').
- Display the Spelling Card for /ae/ > 'a\_e' (*cake*).
- Remind students the vowel sound in *rate* is /ae/. Explain that even though the 'a' and the 'e' in *rate* are separated, they work together to stand for the /ae/ sound. This kind of spelling is called a split digraph.
- Point out the VCe syllable pattern by circling the consonants 'r' and 't' drawing a horseshoe shape around the vowels 'a' and 'e' to visually show their connection. Point to the consonant 't' as the consonant within this pattern.
- Label the consonants and vowels in *rate* by writing V or C beneath each vowel or consonant.
- Direct students to find the /ae/ sound on their Individual Code Charts and

**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.

## Challenge

Provide a word bank of words containing the 'a\_e' sound. Challenge students to write silly sentences that include two or more of these words and share them with the class. Options may include: *tape, snake, grape, escape, located, celebrate, inflated*.



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

## Foundational Literacy Skills

## Beginning

Provide students with a list of VCe words and words without a final 'e'. In pairs, have them use a graphic organizer to sort the words based on whether the vowel sound is long or short by looking at the position of the vowel within the word.

## Intermediate

Provide a work bank of VCe words. In pairs, have students write a few original sentences that include as many VCe words as possible. Then ask them to read their sentences aloud to a partner.

## Advanced/Advanced High

Give students a short text from the Reader that contains words with the VCe or split digraph pattern. In pairs, have students take turns reading the text aloud in partner pairs. Have students locate and write down the VCe words and then compare and discuss them using the sentence frame: "I noticed that the VCe words in the text \_\_\_\_." Students should take turns listening to their partner and building on their ideas as they compare and discuss the VCe words.

**ELPS 1.C; ELPS 2.A**

outline the code /ae/ > 'a\_e'. Have students read the sample word provided.

- Add 'nar' at the beginning of *rate* to form *narrate*. Ask students to read it in unison.
- Explain that there are two vowel sounds in the word, so *narrate* has two syllables. Clap the syllables while repeating the word.
- Explain that in multisyllabic words that have the VCe syllable pattern, the syllables are divided so that the syllable with the VCe pattern begins with the consonant before it.
- Draw a slash (/) to separate the syllables of the word *narrate* as *nar/rate*.
- Add a 'd' to the end of *narrate* to form the word *narrated*. Ask students to read it in unison.
- Clap the syllables while repeating the word. Point out that the 'a\_e' sound stays the same in the three-syllable word.
- Write *take*, *mistake*, and *mistaken* on the board and repeat the process, identifying and marking the VCe pattern and drawing slashes to separate the syllables in each word.
- Explain that you will play a jumping game to test students' understanding of VCe words. Ask students to spread out so they are arm's reach away from their neighbors.
- Write the word *name* on the board. Next, ask students to crouch and jump once as you read the word name. Explain that they only jumped once because *take* only has one syllable.
- Add the letters *re* before *name* to form *rename*; read the word aloud and ask students to crouch and jump with each syllable. Add the suffix *-ing* to form *renaming* and ask the class to jump as you read each syllable.
- Repeat the process with additional words: *restated*, *narrating*, and *frustrated*.

### **PRACTICE WITH HIGHLIGHT THE CODE (5 MIN.)**

#### Activity Page 1.1



- Move students into small groups.
- Have students open to Activity Page 1.1. Distribute highlighters.
- Explain the directions for Highlight the Code. For each word, groups will highlight the letters that make up the split digraph in each word, and draw a slash to mark the syllables.

- Direct students to then choose one word from the list and write a sentence. Remind students to write their sentences in cursive, leaving spaces between the words.
- Circulate and monitor as students write in cursive on Activity Page 1.1. Provide immediate and corrective feedback such as, “Check that your loops and tails are formed smoothly and connect to the next letter.” Also, check to ensure students are highlighting the split digraph accurately.
- As students work, observe and make note of students who need additional support to identify the split digraphs and/or syllabication of words. For those students, you may wish to pull a small group and complete this activity together.



### Activity Page 1.1: Highlight the Code

Collect Activity Page 1.1 and assess students’ ability to correctly mark the split digraph and the syllables in each word. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

## Lesson 1: Introduce Split Digraph a\_e

# Reading



**Primary Focus:** Students will read Chapter 1 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the

text. **TEKS 3.1.A**

Students will collaborate and read multisyllabic words with VCe syllables.

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

Students will read and pronounce Tricky Words *building* and *muscles* and the high-frequency word *grow*. **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.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.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.



**READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)**

- Explain that today, students will begin reading their new Unit 3 Reader, *Healthy Humans: How to Keep Your Body Strong*. They will start with the Introduction on page 1.
- 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.

**cells, n.,** the smallest unit of life, making up all plants and animals

Example: Our bodies are made up of cells that are so tiny we cannot see them individually without a microscope.

**gland, n.,** an organ that produces substances for the body to use

Example: Our salivary glands produce the saliva that helps digest our food.

**neurons, n.,** nerve cells that send information to the brain and body

Example: There are billions of neurons in your brain that connect with one another.

**organizing, v.,** putting things in categories or a certain order to make them easier to understand or find what you need

Example: She is organizing her books in alphabetical order, so titles starting with “A” come first and “Z” comes last.

**pituitary, n.,** a small brain gland that makes important body hormones

Example: Your pituitary gland helps your body with many important functions.

**proteins, n.,** parts of the body that help with growth, repair, and other functions

Example: Sleep is important for our bodies because during that time they make the proteins that you need to grow.

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

Vocabulary Chart for “Sleep Routine”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	cells gland neurons pituitary proteins	organizing	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Ask students: What are some ways to keep your body strong and healthy? (*exercise, regular doctor visits, eating healthy foods*)
- Write the word *healthy* on the board. Focus on the ‘ea’ vowel team. Remind students that they have learned that ‘ea’ most often makes the long /ee/ sound as in *clean*. Sometimes it does not play by the rules and makes the short /e/ sound as in *head*. In *healthy*, the ‘ea’ vowel team makes a short ‘e’ sound.
- Direct a student to come up to decode the word *healthy*. Have student isolate the vowel sounds and blend the sounds together to read the word aloud. Clarify the meaning of *healthy* as needed. Invite students to turn to a partner and use the word in a sentence. Provide sentence stems as needed, such as “One way to be healthy is \_\_\_\_\_” or “I feel healthy when I \_\_\_\_\_.”
- Invite students to share their sentences.
- Write this passage from the Reader on the board: There’s a small part of your brain called the pituitary gland. It creates something called growth hormone, which plays a key role in your body’s growth.
- Ask a student to come up and isolate the vowel sounds in the word *creates* and then blend the sounds together to read the word.
- Point out that this word follows the VCe pattern to make the /ae/ sound.

- Guide student to divide the the word *creates* into two syllables. Ask students if they can locate the VCe pattern in the word *creates*. Guide students to notice that a-e makes the long a sound. Ask: What syllable patterns are present in the word *creates*? (*The first syllable is open, and the second syllable consists of the VCe pattern.*)
- Explain that *Healthy Humans: How to Keep Your Body Strong* 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 high-frequency word: *grow*. Have students isolate the vowel and consonant blend and then decode the word.
- Point out that in today's section of the Reader, students will encounter *grow* with two suffixes. Display *growth* and *growing* next to *grow*, and say each word aloud. Point out that the root word *grow* does not change its sound when the suffix is added.
  - Ask: Is *growth* a noun or verb? What does it mean? (*It's a noun. "Growth" is showing the process of growing.*) Ask for or provide a sentence to show that *growth* is a noun: The ruler at the doctor's office shows your *growth* from one visit to the next.
  - Ask: Is *growing* a noun or a verb? What does it mean? (*It's a verb. Growing expresses an action.*) Ask for or provide a sentence to show that *growing* is a verb: The puppy is getting bigger and *growing* every day.
- Display the Tricky Words, read them, and use them aloud in a sentence: *building, muscles*.
- Point out which parts of the words are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *building* (Explain that the letters 'ui' are pronounced /i/ with the /uil/ all working together to make the /il/ sound. In this case, the /u/ is silent.)
  - Tricky Word: *muscles* (Explain that the letters 'sc' blend to sound like the soft 's', and the 'c' remains silent.)
- Invite students to share what they already know about the meaning of the words.
- Ask students to turn and talk to an elbow partner to answer the prompt: Predict what the Reader might be about based on the title and the vocabulary words.

- Provide sentence frames, such as “Based on the title and the vocabulary word(s) \_\_\_\_\_, I predict that the text will be about \_\_\_\_\_.”
- Ask students to open to the Introduction on page 1 of their Reader.
- Read aloud the Introduction.
- Direct students to turn and talk: Find two words in this paragraph that follow the VCe pattern with a long /ae/ vowel sound. (*shape and lace*)
- Direct students to turn and talk: Find one word in this paragraph that follows the VCe pattern, but the silent ‘e’ has been dropped to add a suffix. (*amazing*)
- Focus students on Chapter 1, “Sleep Routine,” starting on page 2.
- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Invite students to think of a simple action they can pantomime with their bodies to show a key idea from this paragraph. For example, they can pretend to “power down” like a toy that has run out of batteries. Have students orally share their key idea in a complete sentence with either a partner or in a small group.
- Ask: How is this Reader different so far from *Campfire Tales* or *A Talk with Animals*? (*It is informational text. Campfire Tales and A Talk with Animals were literary texts with characters, settings, and events.*)
- Invite students to think of a simple action they can pantomime with their bodies to show a key idea from this paragraph. For example, they can point to their brain with one hand while flexing a muscle on their other arm. With a partner, have students share their key idea in a complete sentence.
- Pair students with intentional reading partners. Instruct students to read the assigned section of the Reader, ending on page 5 with “...make you smarter!”
- Have reading partners select one or two paragraphs. Instruct students to come up with a simple action they can pantomime with their bodies to show a key idea from that paragraph.
- As students are reading the second paragraph, direct them to locate the words *pituitary gland* and have them look up the term in the glossary to confirm its meaning. Pause and ask students, “How did the glossary help you understand the meaning of *pituitary gland*?” (*The glossary provided the pronunciation and definition of the word.*)
- Have students write their key idea in a complete sentence in the margin of the Reader.

## Support

Students may have more success applying a newly learned word in a sentence if they are given some parameters. Provide context for them to use as inspiration for their sentence; for example, use the word in a sentence about a parrot that lives in a police station.



**EMERGENT  
BILINGUAL  
STUDENTS**

## Reading

### Pre-Reading

#### Beginning

In pairs, have students look at the images in the Reader and discuss what they see using the sentence stems: “I notice that...” or “In this picture, I see...”

#### Intermediate

Before reading *Healthy Humans: How to Keep Your Body Strong*, in small groups, have students brainstorm words that relate to healthy bodies and work collaboratively to construct sentences using the identified vocabulary.

#### Advanced/Advanced High

Before reading *Healthy Humans: How to Keep Your Body Strong*, have students fill out a KWL chart for the new Reader. Guide students to look through the Reader at text features such as headings, subheadings, bolded words, captions, and visuals as applicable to help them write down what they already know about healthy and strong bodies and what they would like to learn.

### ELPS 4.D

- 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 Reader or strategic prompts. Example prompts include:
  1. **Literal.** What details support the idea that the pituitary gland plays a key role in our body's growth? (*The text says that the pituitary gland helps us get taller, makes our muscles stronger, and works even when we rest.*)
  2. **Inferential.** Why do you think the author compares our body to a battery-powered toy? (*Our bodies get tired and need rest to recharge just like a toy's battery is recharged.*)
  3. **Inferential.** What is the most likely reason the author refers to proteins as building blocks? (*They help our cells grow by repairing them.*)
- Ensure students find evidence from the text to support their responses by restating the question.
  - The text says that the pituitary gland . . .
  - The author compares our body to a battery-power today because . . .
  - The author refers to proteins as building blocks 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. The teacher may also provide immediate corrective feedback around accuracy in decoding multisyllabic words with a split digraph.
- Invite partners to model for the class the different actions they created to show the key idea in the paragraph they selected.

## Activity Page 1.2



### WRAP UP (5 MIN.)

- Have students open to Activity Page 1.2. Read aloud the directions. Point out that the Word Bank contains words from the Reader that have a VCe pattern that makes a long /ae/ vowel sound. Before writing, have students collaborate with a partner about what the words from the Word Bank mean. Point out the /ae/ vowel sound in each word. Read the prompt aloud together.
- Instruct students to answer the prompt about the Reader using a VCe word from the Word Bank and the high-frequency word *enough*.
- Circulate and monitor to check for students' ability to construct a response, as well as for correct letter formation in cursive. Provide immediate and

corrective feedback such as, “Remember to keep your letters consistently sized. Try making your ‘b’ a bit taller to match the height of your other letters.”

- As students write, ask them to read their sentence(s) aloud to you and show where they used a VCe and high-frequency word. If students need additional support to identify the main message, ask guiding questions to have them recall the key points of the text. For students who have successfully identified the message of pages 1–4, ask them to help a partner locate evidence in the text that supports their response.



### Activity Page 1.2: Reader Response

Collect Activity Page 1.2 and assess students’ ability to correctly read and spell words with the VCe pattern and demonstrate reading comprehension. 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 FLUENCY

- Select a passage from the Grade 3 Fluency Supplement that contains a variety of end punctuation. Promote reading fluency by providing immediate feedback around rate and expression. Give performance opportunities by inviting students to read aloud, adding dramatic flair when they encounter exclamation points and question marks during the reading.
- Write the high-frequency word *grow* on the board. Circle the letters ‘gr.’ Remind them that they may have learned that ‘gr’ is a consonant blend; both ‘g’ and ‘r’ make their own sounds, but when next to each other they blend together.
- Underline the vowel team ‘ow’. Remind students that they may have learned that these vowels together are sometimes pronounced as a diphthong, or sliding vowel, that sounds like /oe/ as in *snow*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /g/ /r/ /oe/. For additional support, display the Spelling Cards for each sound.

## 2

## REVIEW

## Split Digraph a\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell multisyllabic words with VCe syllables.

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

## Reading

Students will read Chapter 1 of *Healthy Humans: How to Keep Your Body Strong*

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

Students will speak coherently about *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and

 enunciation. **TEKS 3.1.C**

Students will collaborate and read multisyllabic words with VCe syllables.

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

Students will identify and read high-frequency words *better* and *become*.

 **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.A; TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 2.1


## Encode and Highlight

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

## Activity Page 2.2

## Reader Response

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

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review the VCe Pattern	Whole Group	5 min.	
Practice with Encode and Highlight	Independent	10 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> highlighters
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Partners	10 min.	<input type="checkbox"/> Vocabulary Work (TR 2.1) <input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 6–13)
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 2.2



## ADVANCE PREPARATION

### Reading

- Preview the section of the Reader that will be read during this lesson to identify possibly challenging words or additional split digraph words to present to students prior to reading. Consider using sticky notes to mark this section to easily find vocabulary terms: *consistent*, *cortisol*, *melatonin*, and *routine*. Display vocabulary on the board for students to decode.
- Make a copy of Vocabulary Work (TR 2.1) for each student.

### Universal Access

- Prepare strips of paper with multisyllabic words for students to review the difference between open and closed syllables as an additional support to decode words with VCe syllables.
- Prepare to provide sentence stem to students:
  - The central idea/key details are \_\_\_\_.
  - At [time], I \_\_\_\_\_. What do you do at [time]?

Start Lesson

## Lesson 2: Review Split Digraph a\_e

# Foundational Skills

15M

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

### REVIEW THE VCE PATTERN (5 MIN.)

- Take a moment to review students' understanding of the CVC and VCe syllable patterns based on previous lessons. Ask students to turn and talk with a partner: Based on what you have learned, how is the VCe syllable pattern different from the CVC syllable pattern? Provide students with two sentence frames to guide their responses.
- Display a CVC word and a CVe word and then ask students to identify the difference between the two words. (*nap* and *gave*)



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide students with a list of VCe and non-VCe words and have students create a set of word cards. Ask students to sort the cards into the two categories. Then, have students illustrate the cards to represent the meaning of each word.

#### Intermediate

In pairs, have students read an excerpt from *Healthy Humans: How to Keep Your Body Strong*. Ask them to identify the 'a\_e' VCe words. Have students synthesize the information by sharing the central idea or key details from the excerpt using the 'a\_e' words. Include a sentence stem: The central idea/key details are \_\_\_\_.

#### Advanced/Advanced High

In pairs, have students apply the 'a\_e' word vocabulary by creating a short paragraph or narrative related to the content of the text. Then, have pairs share their paragraphs aloud to the class.

**ELPS 1.C; ELPS 1.E**

- Have students turn and talk with a partner. Encourage students to actively listen to their partner. After a few minutes, elicit responses and record students' ideas on the board. Use these ideas to discuss the differences between the two syllable patterns and clear up any misconceptions.
- Support students in responding to their classmates' ideas using sentence frames such as "I agree with \_\_\_\_\_ because \_\_\_\_\_." or "To add to that, I think \_\_\_\_\_."
- Next, write the word *demonstrate* on the board and model isolating the vowel sounds. Point to each sound in *demonstrate* as you say its sound:
- Remind students that even though the two vowels in the final syllable of *demonstrate* are separated, they work together to stand for one vowel sound, the /ae/ sound. As learned in the previous lesson, this is called a split digraph.
- Point out the VCe syllable pattern by drawing a horseshoe shape around the vowels 'a' and 'e' to visually show their connection. Point to the consonant 't' as the consonant within this pattern.
- Remind students that the best way to read a word with this pattern is to first look for the vowels and then break the word into syllables around the vowel spellings.
- Ask: How many syllables are in the word? (*three*)
- Draw a box around each syllable: *dem/on/strate*.
- Remind students that although there are four vowels in the word *demonstrate*, there are only three vowel spellings and three vowel sounds. The 'a' and 'e' in *strate* work together to form one vowel spelling and one vowel sound. This means there are only three syllables in the word.
- Remind students that in multisyllabic words that have the VCe syllable pattern, the syllables are divided so that the syllable with the VCe pattern begins with the consonant, digraph, or consonant blend before it. Point to the third syllable, *strate*, as an example of this rule.
- Ask: What vowel sound does the VCe syllable make in this word? (/ae/)
- Remind students that most VCe syllables will have a long vowel sound.
- Ask: Are the first two syllables open or closed? (*closed*)
- Remind students that closed syllables usually have a short vowel sound.

## Support

Provide explicit instruction on the difference between closed and open syllables to prepare students to decode multisyllabic words with VCe syllables.

Have students work in pairs with strips of paper containing multisyllabic words and cut them into syllables. Then they can place each syllable into a chart with three columns labeled “closed,” “open,” or “VCe.” Have partners read each word aloud before and after cutting the words into syllables to make sure they are pronouncing the short and long vowel sounds correctly.

## Support

Show students an image of an actual horseshoe, to better illustrate and support their understanding of this term. Ask students to share if they have ever played horseshoes or seen a real horseshoe before.

## Activity Page 2.1



- Blend the syllables together to say *demonstrate*. Have students echo you.
- Write the word *hibernate* on the board.
- Prompt students to Turn-and-Talk: How many vowels does the word have?
- How many syllables does it have? Are the syllables open, closed, or vowel-consonant-e? (*It has four vowels, but three syllables: spec/u/late. The first syllable is open, the second syllable is r-controlled, and the third syllable is a VCe syllable.*)
- Underline the vowels. On the board, draw a horseshoe shape around the vowels ‘a’ and ‘e’ to visually show their connection and explain to students that it is called a horseshoe because it is the shape of the metal shoes worn by horses. Draw a box around each syllable.
- Have students blend the syllables together to say the word *hibernate*.
- Write *speculate* and *speculating* on the board. Ask students to read them in unison.
- Point out how the /ae/ sound does not change with the ‘e’ dropped and –ing added.
- Clap the syllables while reading *speculate* and *speculating* aloud.
- Point out the same rule with *illustrate-illustrating* and *decorate-decorating* by saying each word and clapping the syllables.

## PRACTICE WITH ENCODE AND HIGHLIGHT (10 MIN.)

- Have students open to Activity Page 2.1.
- Explain that students will listen as you say each sentence once, then listen again and write the sentence. Direct students to complete responses in cursive.
- Circulate and monitor as students write in cursive on Activity Page 2.1. Provide immediate and corrective feedback such as, “Focus on keeping your letters of uniform size and proportion.”
- Once students have finished writing, distribute highlighters and have students highlight the VCe pattern in each word. Then, have them draw a box around each syllable.
  1. The book illustrates how the muscles work in our eyes.
  2. Playing games outside can be a good way to relax.

3. Jumping and running help build our bones and makes us stronger.



### Activity Page 2.1: Encode and Highlight

Collect Activity Page 2.1 and assess students' ability to correctly mark the read words and spell the dictated words following the VCe pattern where /ae/ work together. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 2: Review Split Digraph a\_e

# Reading



**Primary Focus:** Students will read Chapter 1 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation

**TEKS 3.1.C**

Students will collaborate and read multisyllabic words with VCe syllables.

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

Students will identify and read high-frequency words *better* and *become*.

**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.A; TEKS 3.3.B**

### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today students will finish reading Chapter 1 of *Healthy Humans: How to Keep Your Body Strong*, "Sleep Routine," starting on page 6.

Reader



Pages 6–13

**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.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- Point to the section heading titled “Get Into a Routine” on page 6.
- Ask students to turn and talk to an elbow partner to answer the prompt:
  - Based on the title of this heading, what do you think this section is going to be about? (*having a healthy bedtime routine*)
- You may provide a sentence frame such as:
  - Based on the title, I predict this section is going to be about \_\_\_\_\_ because \_\_\_\_\_.
- Explain that students will examine two new high-frequency words, which are common words that they will come across often as they read and write. Display this lesson’s high-frequency words: *better* and *become*.
- Focus on the word *better*. Say the word *better* slowly. Ask where the syllables should be divided. Remind students that they may have learned that when a consonant is doubled in a multisyllabic word, the syllables are divided there. Draw a line to divide the two syllables, bet/ter. Say the syllables as you clap them, then have students repeat in unison.
- Ask: What sound does the ‘e’ in the first syllable make, and why? What is this type of syllable called? (/e/ because it is between two consonants; closed syllable)
- Point out that in the second syllable, the ‘e’ is followed by an ‘r.’ Remind students that ‘r’ controls the way the vowel before it sounds. In most words, ‘er’ makes the /er/ sound like in *her*. Have students say /er/ with you as you point to the letters ‘er.’
- Say the syllables as you clap them, then have students repeat in unison. Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /b/ /e/ /t/ /er/. For additional support, display the Spelling Cards for each sound.
- Focus on the word *become*. Have students think about where the syllables should be divided as you say the word slowly. Ask: What sound does the ‘e’ in the first syllable make? What is this type of syllable called? (/ee/; open syllable) Ask students where the syllables should be divided, then draw a line to divide the two syllables, be/come. Say the syllables as you clap them, then have students repeat in unison.
- Look at the second syllable. Point out that the ‘o\_e’ looks like a split digraph but is not. Here, the ‘e’ is silent, but the ‘o’ is pronounced as a short /u/.

- Say the syllables as you clap them, then have students repeat in unison. Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /b/ /ee/ /k/ /u/ /m/. For additional support, display the Spelling Cards for each sound.
- 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.

**consistent, adj.,** having a regular style or pattern; not changing

Example: I have a consistent way of making my bed each day.

**cortisol, n.,** a hormone that gives our bodies the energy to fight stress, fever, injury, or illness

Example: Being physically active will increase your body's cortisol.

**melatonin, n.,** a hormone that helps control waking and sleeping

Example: Sleeping in a dark place will help your body produce more of the melatonin it needs at night.

### **routine**

- 1. n.,** the usual order and way in which you do things

Example: Every morning, I have a routine where I brush my teeth and get dressed for school.

- 2. adj.,** ordinary or common, often repeating

Example: Cleaning up the leaves after a storm is a routine problem because we have many large trees.

## **Sayings and Phrases**

**Train your brain** is a saying that means when you do the same thing over and over, your brain gets used to the routine and expects its regular tasks.

Example: Anytime you start something new, whether it's a class, hobby, sport, or schedule, it takes time to train your brain to get used to it.

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

Vocabulary Chart for “Get Into a Routine”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	cortisol melatonin	consistent	
Multiple-Meaning Core Vocabulary Words		routine	
Sayings and Phrases	train your brain		

- Display and give each student a copy of Vocabulary Work (TR 2.1). Record the definition in the top left box or elicit a definition from students.
- Help students to think about characteristics of being *consistent*, such as acting the same way in the same situation or not changing your mind a lot.
- Ask students to turn and talk about examples of things that are consistent (*routines, rules*) and record their thinking. Repeat with non-examples (*weather*).
- Have students follow along in their Readers as you read aloud the first two paragraphs of the section “Get Into a Routine” on page 6.
- Prompt students to Think-Pair-Share: Why is it important to have a consistent bedtime routine? (*It helps you get better sleep.*)
- Support students in responding to their classmates’ ideas using sentence frames such as: “I agree with \_\_\_\_\_ because \_\_\_\_\_,” “I respectfully disagree with \_\_\_\_\_ because \_\_\_\_\_, or “To add to that, I think \_\_\_\_\_.”
- Have students use the glossary to check the pronunciation and definition of the word in bold, *cortisol*.
- Pair students with intentional reading partners.
- Have partners alternate reading paragraphs on page 12.
- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:



## Reading

### Reading/Viewing Closely

#### Beginning

Ask students questions about their bedtime routine: Do you have a bedtime routine? Do you brush your teeth before bedtime? Do you read a book at bedtime? Do you listen to music at bedtime? Ask students to illustrate one of their bedtime routines and label their drawing.

#### Intermediate

Have students write a description of their bedtime routine in sentences or as a bulleted list. Take turns listening, sharing, and comparing with a partner. Provide a sentence frame for students: At [time], I \_\_\_\_\_. What do you do at [time]?

#### Advanced/Advanced High

In pairs, have students discuss their own bedtime routines and compare them to what is described in *Healthy Humans: How to Keep Your Body Strong*. Ask them: How could you change your bedtime routine to be healthier?

#### ELPS 4.1

1. **Literal:** What key details are found on pp. 6–8 that support the idea that it is important to set up a good bedtime routine? (*What you do before bed can affect how you feel the next day; get better sleep, provides a signal for your body that is either time to sleep or wake*)
  2. **Literal:** What is the difference between cortisol and melatonin? (*Cortisol gives us energy and signals stress, melatonin helps us relax and get a good night's rest.*)
  3. **Inferential:** What does having a clean, tidy room have to do with sleeping well? (*A clean room can help you relax.*)
  4. **Literal:** What details does the author include on pp. 11–13 to support the idea that there are many ways to get better sleep? (*Use earplugs or a sound machine; breathing exercises, visualizing nice places*)
- Ensure that students draw evidence from the text to support their responses by restating the question.
    - Some details that support this ideas are . . .
    - The difference between cortisol and melatonin is . . .
    - The connection between sleeping well and having a clean room is . . .
    - The details that show there are many ways to get better sleep are . . .
  - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

### WRAP UP (5 MIN.)

- Direct students to turn to Activity Page 2.2.
- Direct students to the visual of horseshoe. Tell students they will first draw a horseshoe around the VCe to mark the split digraph in each word in the Word Bank. Then, they will use at least one word from the Word Bank to answer the prompt about *Healthy Humans: How to Keep Your Body Strong*.
- Remind students to write neatly in cursive, leaving spaces between words.
- Release students to complete Activity Page 2.2.
- Invite students to share their responses with a partner.



## Activity Page 2.2

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### Activity Page 2.2: Reader Response

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Check for fluency as students read the text. Pay particular attention to students' ability to decode VCe words. Also use Activity Page 2.2 to check students' ability to correctly mark split digraphs in multisyllabic words as well as to check comprehension.

---

End Lesson

---

## Lesson 2: Review Split Digraph a\_e

# Additional Support

### DECODABLE WORDS AND SENTENCES

- Use the following lists of words and sentences and follow the same procedures of either pointing out the sounds and syllables in each word or having the students find the VCe pattern and draw a box around each syllable in the decodable sentences to extend the lesson.

#### Decodable Words

narrate	underbake
narrated	paraphrase
mistaken	escape
mistake	located
debate	celebrate
locate	inflated

#### Decodable Sentences

1. Jane made cupcakes and put them on the plate.
2. They donated toys to the thrift shop.
3. We waved at the airplane in the sky.
4. Let's create artwork together.

## 3

## INTRODUCE

## Split Digraph i\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

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

## Reading

Students will continue reading Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

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

Students will read and pronounce Tricky Words *blood*, *soldiers*, and *bacteria* and the high-frequency word *open*. **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 familiar words and multiple-meaning words **3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 3.1

## Speak and Spell

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

## Activity Page 3.2

## Reader Response

**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.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Split Digraph 'i_e'	Whole Group	5 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> whiteboards <input type="checkbox"/> dry erase markers <input type="checkbox"/> whiteboard erasers <input type="checkbox"/> Spelling Cards for /ie/ > 'i_e' ( <i>bite</i> )
Practice with Speak and Spell	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 14–17) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 3.2
<b>Take-Home Material</b>			
Find the Pattern			<input type="checkbox"/> Activity Page 3.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare to display the Spelling Card for /ie/ > 'i\_e' (bite).
  - **Note:** The term “split digraph” is used throughout this unit. Using this term is the equivalent of using VCe to denote the vowel–consonant–silent e pattern. VCe is referenced in multiple TEKS throughout the unit; these terms are interchangeable.

### Reading

- Preview the section of the Reader that will be read during this lesson to locate vocabulary, split-digraph, and VCe multisyllabic words referenced during instruction. Consider using sticky notes to mark this section to easily find vocabulary terms: *advise*, *arteries*, *clogged* and *valves*. Display vocabulary on the board for students to decode.
- Predetermine reading partners.

### Universal Access

- Create the following list of multisyllabic words written on sentence strips that students can use to cut up and create other multisyllabic words that have the VCe pattern:

recognize	valentine	priceless	sideways	admire
advice	porcupine	improvise	pesticide	memorize

- Write sentences with some of the 'i\_e' words on sentence strips:
  - My grandmother's beautiful necklace is priceless.
  - I threw the football sideways through the air.
  - Justin worked hard to memorize all of the states and capitals for his test.
  - It was difficult to recognize all of my classmates at the costume party.
  - The porcupine waddled away into the trees after deciding that the squirrel was not a threat.
- Reference the illustration of the human heart on page 17 of the Reader, labeled with *arteries*, *valves*, and *white blood cells*.
- Provide Emergent Bilingual Students with a list of 'i\_e' words. Word list may include 'i\_e' words such as *kite*, *advice*, *advise*, *price*, *slice*, *twine*, *preventative*.
- Prepare sentence stems to provide to students:
  - In this sentence, the 'i\_e' word is \_\_\_\_.

◦ I chose the word \_\_\_\_\_. Then, I changed \_\_\_\_\_ and made the new word \_\_\_\_\_.

- Prepare Phonics Bingo Cards and counters for additional practice.

Start Lesson



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide students with a list of 'i\_e' words, and have them make a set of cards with the words and corresponding pictures. In pairs, have students match the picture with the correct word card. Then, have students take turns listening and reading the words aloud to each other.

#### Intermediate

Have students write a few sentences with 'i\_e' words. Then, exchange sentences with a partner and read each other's sentences. Provide a sentence frame to help share their work: In this sentence, the 'i\_e' word is \_\_\_\_\_.

#### Advanced/Advanced High

Give students a set of words with the 'i\_e' pattern. In pairs, ask them to transform the words into new words while keeping the 'i\_e' pattern intact (i.e. bike to strike). Provide a sentence frame: I chose the word \_\_\_\_\_. Then, I changed \_\_\_\_\_ and made the new word \_\_\_\_\_.

**ELPS 1.E; ELPS 2.A**

## Lesson 3: Introduce Split Digraph i\_e Foundational Skills



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

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

### REVIEW SPLIT DIGRAPH 'I\_E' (5 MIN.)

- Tell students in the last lesson, we learned about multisyllabic words with VCe syllables. Turn to a partner, and discuss the best way to read a word with this pattern. (*First look for the vowels and then break the word into syllables around the vowel spellings.*)
- Distribute a whiteboard and a dry erase marker to each student.
- Write the word *clockwise* on the board in cursive. Model writing with correct letter formation. Direct students to write *clockwise* on their whiteboard in cursive.
- Have students isolate the vowel in each syllable.
- Have students read aloud the word while clapping the syllables: clock/wise.
- Have students turn and talk to discuss how many syllables are in the word. Provide a sentence stem to support students in forming their answer: There are \_\_\_\_ syllables in the word *clockwise*. I know this because \_\_\_\_\_.
- Explain that the vowel sound in the second syllable of *clockwise* is /ie/. Remind students that even though the 'i' and the 'e' in *wise* are separated, they work together to create the /ie/ sound.
- Display the Spelling Card for /ie/ > 'i\_e' (*bite*). Direct students to find the /

**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.

ie/ sound on their Individual Code Charts.

- Point out the VCe syllable pattern by drawing a horseshoe shape around the vowels 'i' and 'e' to visually show their connection. Point to the consonant 's' as the consonant within this pattern.
- Prompt students to draw the horseshoe shape around the vowels 'i' and 'e.'
- Display the following words on the board: *subscriber*, *combine*, *combining*.
- Instruct students to write the words on their whiteboards. Have students isolate and underline the vowel sounds and draw the horseshoe around the VCe sound /ie/ in each word. Last, have students divide the word into syllables by drawing slash marks. Have students turn and talk with a partner to confirm or adjust their markings of the words.
  - Provide the following sentence stem: I drew a slash here because...
- Call on students to annotate each word on the board as the rest of the class checks their answers. (*sub/scri/ber*; *com/bine*; *com/bi/ning*)
- Point out that *subscriber* and *combining* have open syllables in the second syllable to keep the vowel long.
- Clarify that the /ie/ sound stays the same in *combining* even when the silent 'e' is dropped to add the suffix *-ing*.

### Activity Page 3.1



### Support

Students may benefit from cutting up and pasting together words to illustrate the VCe pattern using multisyllabic words. Consider using sentence strips and tape to provide this support.

### Challenge

Create sentences using 'i\_e' words. Write each sentence on a strip of paper. Cut the sentence strips into short phrases, or cut them into separate words. Have students piece the sentences together independently or with a partner.

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

- Have students open to Activity Page 3.1.
- Review the Speak and Spell activity:
  - Instruct students to listen as you say each word.
  - Have students listen as you say the word *exercise*. Direct students to repeat the word.
  - Demonstrate writing the word in the appropriate syllable boxes. If students need the word repeated, say: Class repeat.
- Remind students that they will do the same with each word they hear, writing its syllables in cursive on their copies of Activity Page 3.1.
- Repeat the process with each word: *unite*, *prideful*, *excitement*, *politely*.
- Direct students to the blank lines on Activity Page 3.1. Explain that they will listen as you say a sentence once, then listen again and write the sentence in cursive. Remind students to leave spaces between words.

- Do you think it is important to exercise and drink water every day?
- Circulate and monitor as students write in cursive on Activity Page 3.1. Provide immediate and corrective feedback such as, “Great job forming the letter ‘a’! I like how you started at the top and made a smooth, curved line.” Also, check on students’ ability to divide words into appropriate syllables.
- Have students draw a horseshoe around the VCe patterns they find.



### Activity Page 3.1: Speak and Spell

Collect Activity Page 3.1 and assess students’ ability to correctly spell and divide multisyllabic words following the VCe pattern with the split digraph ‘i\_e.’ Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

## Lesson 3: Introduce Split Digraph i\_e

# Reading

**Primary Focus:** Students will continue reading Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions

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

Students will read aloud with appropriate accuracy, rate, and

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

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

Students will read and pronounce Tricky Words *blood*, *soldiers*, and *bacteria* and the high-frequency word *open*. **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 familiar words and multiple-meaning words **TEKS 3.3.B**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.



**READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)**

- Explain that today, students will continue reading Chapter 2 of *Healthy Humans: How to Keep Your Body Strong*, “Exercise and Water,” starting on page 14.
- Ask: What key information or concepts do you recall from the previous chapters of *Healthy Humans: How to Keep Your Body Strong*? Turn and Talk using sentence frame: I remember \_\_\_\_\_ and found it interesting because \_\_\_\_\_.
- 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 into syllables. Go over the correct pronunciation of each word.

**advise, v.**, to tell someone what you think they should do, usually something you think is the right thing to do

Example: The coach advised that the players practice their soccer skills so they would improve before the big game.

**arteries, n.**, any of the tubes that carry blood from the heart to other parts of the body

Example: Exercise is very important for our bodies because it helps keep our arteries clear.

**clogged, adj.**, when something is stopped up or blocked so that things trying to move through it get stuck

Example: The drain on the street was clogged with mud, so the water couldn't flow through when it rained.

**valves, n.**, parts of the heart that act like doors, opening and closing to control blood flow

Example: There are four valves in the human heart, each one with its own very important job.

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

### Vocabulary Chart for “Exercise and Water”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	arteries valves	advise clogged	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Focus students on Chapter 2 of *Healthy Humans: How to Keep Your Body Strong*, “Exercise and Water.”
- Ask: Which word in the chapter title contains the split digraph ‘i\_e’? (*exercise*)
- Explain that students will examine another high-frequency word. Display this lesson’s high-frequency word: *open*.
- Remind students of the sounds that the vowel ‘e’ made in the previous lesson’s two high-frequency words, the first syllables in *better* and *become*. Repeat and emphasize *bet* and *be*; then say *open*, emphasizing the second syllable.
- Ask: Is the sound of the ‘e’ in *open* the same as the sound of the ‘e’ in *bet* or the ‘e’ in *be*? (No, the ‘e’ in *open* makes the schwa sound.)
- Remind students that they may have learned that schwa is a common sound for a vowel to make in an unstressed syllable. In *open*, the stress is on the first syllable.
- Display the three sentences from this section of the Reader that contain the word *open*, and guide students in chorally reading each of these sentences:
  - The sound your heart makes, “lub-DUB, lub- DUB,” is the sound of its valves opening and closing.
  - Being active is important because it keeps the roads open and clean.
  - So when you exercise, you’re helping keep the roads for your blood open and traffic-free.



## Reading

### Reading/Viewing Closely

#### Beginning

Show the illustration on page 17 of the reader and label the arteries and valves of the heart with the students. Have students write a sentence using words from the text. Provide sentence stems:

Being active is important because...  
The arteries...  
The heart is...

#### Intermediate

In small groups, have students discuss how the heart, arteries, and white blood cells are connected, using the Reader for support. Ask questions such as Why are white blood cells important for the heart? How are the heart and arteries connected?

#### Advanced/Advanced High

In small groups, ask students to look for similes from the Reader: our bodies are like a big city; white blood cells are like soldiers. Have students discuss the similes. They should use evidence from the text to support their discussion.

ELPS 4.1

- Display Tricky Words, encouraging students to check and correct the spellings:
  - *blood*
  - *soldiers*
  - *bacteria*
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *blood* (Explain that the letters 'oo' are pronounced /u/.)
  - Tricky Word: *soldiers* (Explain that the letters 'di' are pronounced /j/.)
  - Tricky Word: *bacteria* (Explain that the letters 'e' and 'i' are pronounced /ee/.)
- Invite students to share what they already know about the meaning of these words.
- Display sentences from the Reader that contain these words:
  - Blood also has little soldiers in it called white blood cells. They look for germs that don't belong, like bad bacteria and viruses.
- Guide students in chorally reading these sentences.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned sections of the Reader, pages 14–17.
- Direct reading partners to focus on reading at an appropriate reading rate with expression. Circulate the room and provide immediate and corrective feedback such as, "Read at a natural pace, not too fast or too slow."
- Use 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 Reader or strategic prompts. Example prompts include:
  1. **Literal.** How do the heart and arteries work together? (*The heart pumps blood through the arteries. The arteries connect to all parts of the body.*)
  2. **Inferential.** How is your body like a big city? (*Cities have roads for traveling; our bodies have arteries to help the blood travel. Streets in a city need to be clean; our arteries need to be clean to let the blood flow.*)

3. **Evaluative.** What is the most likely reason the author compares white blood cells to little soldiers? *(to demonstrate that just like human soldiers protect us, white blood cells protect our body by looking for germs.)*
- Ensure that students draw evidence from the text to support their responses. Provide the following sentence stems:
    - The heart and arteries work together by \_\_\_\_\_.
    - The body is like a human city in that it \_\_\_\_\_.
    - The most likely reason the author compares white blood to \_\_\_\_\_.
  - As you listen to students read, make notes regarding their ability to decode split-digraph/VCe multisyllabic words in the Anecdotal Reading Record.

### WRAP UP (5 MIN.)

- Have students open to Activity Page 3.2. Read aloud the directions.
- Instruct students to answer the prompts using evidence from the Reader.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as, “Check that your loops and tails are formed smoothly and connect to the next letter.”



### Activity Page 3.2: Reader Response

Collect Activity Page 3.2 to assess students' understanding of the text.

End Lesson

### Lesson 3: Split Digraph i\_e Take-Home Material

# Take-Home Material

- Have students take home Activity Page 3.3. for additional practice with this lesson's objectives.

### Activity Page 3.2



### Challenge

Have students write a fill-in-the blank word game, leaving blank spaces for split digraph 'i\_e' words. Students create a split digraph 'i\_e' word bank to accompany the paragraph. Allow students to pair up and complete their partner's paragraph using the word list.

### Activity Page 3.3



### Lesson 3: Differentiated Instruction

# Additional Support

## MORE HELP WITH THE VCE PATTERN

### Phonics Bingo

- For students striving to reach proficiency, intentionally pair students and provide each student with a word list, a whiteboard, and a dry erase marker.
- Student A will read a word from the list. Student B will write the word and horseshoe the letters that make the VCe pattern. The process continues with the student roles reversed. Words: *kite, hike, like, spike, ripe, gripe, pipe, stripe, hide, slide, snide, pride, mile, smile, while, file, time, lime, grime, dime.*
- Use the materials located in the Additional Support Materials section to play Phonics Bingo.
  - Distribute the Bingo Cards and counters.
  - Explain that students will play Phonics Bingo to practice reading VCe words with the split digraph i\_e.
  - Demonstrate how the game works by drawing the top card from the Bingo Word Stack and reciting it aloud while students check their game boards for the word. Show students how to place a counter on top of the word on the board as it is called out.
  - Hold up the card to show the correct word so that students can check their answers. Then, call on a student to share what letters in the word form the VCe pattern.
  - Show students how to get an official “bingo” by getting a full line in any direction on the board.



## 4


## REVIEW

## Split Digraph i\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will actively listen and read multisyllabic words with VCe syllables.

 **TEKS 3.1.A; TEKS 3.2.A.ii**

Students will follow, restate, and give oral instructions that involve reading and spelling words with VCe syllables.


 **TEKS 3.1.B**

## Reading

Students will read and spell multisyllabic words with VCe syllables.

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

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

 **TEKS 3.1.C; TEKS 3.4**

## FORMATIVE ASSESSMENT

Activity Page 4.1


Activity Page 4.2

Create a Sentence

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

Reader Response

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

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.1.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.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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review the VCe Pattern	Whole Group	5 min.	<ul style="list-style-type: none"> <li>whiteboards</li> <li>dry erase markers</li> <li>Grade 3 Foundational Skills Record</li> </ul>
Review VCe Syllable Pattern	Small Group	10 min.	<ul style="list-style-type: none"> <li>Activity Page 4.1</li> <li>Grade 3 Foundational Skills Record</li> </ul>
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Whole Group	5 min.	<ul style="list-style-type: none"> <li><i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 14–17)</li> <li>Anecdotal Reading Record</li> </ul>
Wrap Up	Independent	10 min.	<ul style="list-style-type: none"> <li>Activity Page 4.2</li> </ul>



## ADVANCE PREPARATION

### Foundational Skills

- Prepare whiteboards and dry erase markers to use when identifying Vce patterns and the /ie/ sound in words.

### Reading

- This is a lesson in which students will reread a section of the Reader, for the purpose of building fluency. This lesson does not introduce new vocabulary or have a vocabulary chart.
- Predetermine reading partners.
- 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 \_\_\_\_.

### Universal Access

- Display the Individual Code Chart or Spelling Cards as needed to support students' sound blending of syllables in the words *appetite*, *valentine*, and *memorize*.
- Write *appetite*, *valentine*, and *memorize* on index cards.
- Gather letter tiles or index cards with letters written on them for students to manipulate as they practice building "i\_e" words.
- Prepare to provide sentence frames to students:
  - I can build the word \_\_\_\_.
  - The letters for \_\_\_\_ are \_\_\_\_.
  - In this sentence, the "i\_e" word is \_\_\_\_.

- The tone of this sentence would change if ...
- Sentence \_\_\_\_ would sound different if it was read with more emphasis.
- Prepare a word bank of “i\_e” words.
- Prepare a stack of cards with three-syllable words containing the letters ‘i’ and ‘e’ to make the /ie/ sound, such as *collided*, *provided*, *disliking*, *invited*, *decided*, and *hibernate*.
- Prepare sentence starters on sentence strips for Challenge activity.
- Orally provide word options as needed for the students’ optional short stories for the Challenge activity. Word options may include *collided*, *provided*, *disliking*, *invited*, *decided*, and *hibernate*.
- For additional support with VCe words, prepare to divide students into pairs. Provide each pair with a Moon Shot game board. Provide each student with a set of Oh No! cards and a set of Good to Go! cards. Provide small tokens as playing pieces.

Start Lesson

## Lesson 4: Review Split Digraph i\_e

# Foundational Skills

15M

**Primary Focus:** Students will actively listen and read multisyllabic words with VCe syllables. **TEKS 3.1.A; TEKS 3.2.A.ii**

Students will follow, restate, and give oral instructions that involve reading and spelling words with VCe syllables.

**TEKS 3.1.B**

### REVIEW THE VCE PATTERN (5 MIN.)

- Review with students what has already been learned about VCe syllables. Ask: What have you learned about VCe syllables? What is an example of a VCe syllable within a two syllable word?
- Distribute a whiteboard and a dry erase marker to each student.
- Write the word *recognize* on the board in cursive. Model writing with correct letter formation. Direct students to write *recognize* on their whiteboard in cursive.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions.

## Challenge

Ask students to write a short story using multisyllabic ‘i\_e’ words. Invite them to compose the story Round Robin style in which each student adds a sentence and passes it to the next student to add another sentence to the same story.

### Support

Write each syllable of *appetite*, *valentine*, and *memorize* on index cards.

Display the cards for each word together and ask students to identify the vowel sound in each syllable. As they do, highlight the vowel(s). Ask students to read the first syllable, then the second, then the third. Ask students to then blend them together to read the word.

### Challenge

Provide a stack of cards with three-syllable words containing the letters 'i' and 'e' to make the /ie/ sound. Give students sentence starters on sentence strips. Have students place the appropriate word cards at the end of different strips and then read the full sentences. Three-syllable word options may include: *collided*, *provided*, *disliking*, *invited*, *decided*, and *hibernate*.

- Have students isolate the vowel sounds in the word *recognize* and say them aloud, encouraging students to touch the letters on their whiteboard as they echo each vowel. Simultaneously point to the letters 'i' and 'e' to demonstrate the /ie/ sound.
- Remind students that even though the 'i' and the 'e' in *recognize* are separated, they work together to stand for the /ie/ sound.
- Ask students to blend the sounds of the word and read *recognize* aloud in unison.
- Clap the syllables while saying *recognize* to demonstrate that it is a three-syllable word.
- Ask: What syllable has the VCe syllable pattern? (*the third syllable*)
- Draw a horseshoe shape around the vowels 'i' and 'e' to visually show their connection. Point to the consonant 'z' as the consonant within this pattern.
- Prompt students to draw the horseshoe shape around the vowels 'i' and 'e.'
- Release students to work independently and follow the steps for each word (*appetite*, *valentine*, and *memorize*).
- Circulate as students work, providing support as needed with decoding the word, identifying vowels and consonants, and determining the VCe pattern. Provide immediate and corrective feedback to students such as, "Don't forget to draw a horseshoe shape around the vowels 'i' and 'e.'"
- Prompt students to turn and talk: Ask your partner a question using one of these words.

### REVIEW VCE SYLLABLE PATTERN (10 MIN.)

- Have students open to Activity Page 4.1. Review the directions.
- Clarify that students will match the beginning of a sentence from the first column with the end of a sentence from the second column. They will then identify the words in the sentences that follow a VCe pattern.
- Point out the high-frequency words in these sentences that were reviewed previously in the unit: *grow* and *better*.
- Remind students to write neatly in cursive, leaving spaces between words. As students work, circulate, monitor, and provide corrective feedback around the identification of VCe spelling patterns and sentence formation. If students need additional help to identify the VCe spelling in words, provide

some more examples and help break down each word. If students have no difficulty identifying VCe patterns, have them create their own sentences using different words with the spelling pattern.



### Activity Page 4.1: Create a Sentence

Collect Activity Page 4.1 and assess students' ability to read and spell multisyllabic words with the VCe spelling pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.



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## Writing

### Beginning

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

### Intermediate

Provide a word bank of “i\_e” words. Have students write sentences using the words from the word bank. Then exchange sentences with a partner and read aloud. Provide a sentence frame to help share their work: In this sentence, the “i\_e” word is \_\_\_\_.

### Advanced/Advanced High

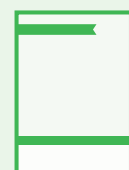
In small groups, have students research and explore more complex “i\_e” words. Have students write sentences with these new, complex words.

**ELPS 5.B**

## Activity Page 4.1



## Reader



Pages 14–17

## Lesson 4: Review Split Digraph i\_e

# Reading



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

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

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

**TEKS 3.1.C; TEKS 3.4**

### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today, students will reread the section of Chapter 2 in their Reader *Healthy Humans: How to Keep Your Body Strong*, “Exercise and Water,” that they read in the previous lesson, starting on page 14.
- Read aloud the first sentence under “Pumping Power.”
- Model thinking aloud about the keywords in this sentence: I think the keywords in this sentence are “heart,” “strong muscle,” and “day and night.” “Heart” tells the reader what the sentence is about. “Strong muscle” defines “heart.” “Day and night” emphasizes what is special about this muscle—it never stops working.
- Read aloud the first sentence again, modeling using expression and emphasis on the keywords. Ensure students that there may be other 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 3.2.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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading

#### Beginning

In pairs, have students chorally read today's section of Chapter 2 in *Healthy Humans: How to Keep Your Body Strong*. Ask them to point to the words as they read.

#### Intermediate

In small groups, have students discuss phrasing and expression. Provide sentence frames: "The tone of this sentence would change if ...", "Sentence \_\_\_\_ would sound different if it was read with more emphasis."

#### Advanced/Advanced High

In pairs, have students find 3 examples from *Healthy Humans: How to Keep Your Body Strong* of how changes in tone can convey different meanings. Have pairs write a brief explanation of how the tone contributes to the meaning. Afterward, have pairs share their findings with the class. Encourage students to listen to their peers as they share and discuss the similarities or differences in their findings.

**ELPS 2.A; ELPS 4.F**

### Activity Page 4.2



that could be considered keywords. Emphasizing different words tells your listener what big ideas you want to convey.

- Read aloud the second and third sentences under "Pumping Power."
- Direct students to Think-Pair-Share: What are the keywords in these sentences, and why? ("*100,000 times a day*" and "*hard work*" because they show how busy the heart is every day.)
- Read aloud the second and third sentences again, modeling using expression and emphasis on the keywords.
- Pair students with intentional reading partners.
- Instruct students to partner read the rest of the assigned section of the Reader on pages 16 and 17.
- Tell students that, as they read, they should annotate (or mark up) the text for key details. Tell them that these annotations, or notes, will help them with the upcoming activity page.
- Remind students to alternate reading sentences and to provide assistance to each other as needed.
- 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.)

- Have students open to Activity Page 4.2. Read aloud the directions.
- Instruct students to answer the prompt using evidence from the Reader.
- Tell students that the annotations, or notes, that they made while rereading pp. 14–17 can help them answer the prompt on Activity Page 4.2.
- As students work, circulate, observe, and provide immediate, corrective feedback. If students need additional help to identify the main message, ask students to read the details they annotated previously. Ask questions, such as, "What do all of these details have in common?" or "What does the author want you, the reader, to know about this section?"



### Activity Page 4.2: Reader Response

Collect Activity Page 4.2 to assess students' understanding of the text.

End Lesson

# Additional Support

## DECODABLE SENTENCES

- Use the following sentences to have students read in partners to practice fluency and reading in phrases by pausing at the punctuation marks.

### Decodable Sentences

1. We had fun outside, despite the rain.
2. They decided to watch the sunrise.
3. The train will arrive in five hours.
4. She was invited to a party and politely declined.
5. There was a reptile on the sidewalk.

## MORE HELP WITH THE VCE PATTERN

### Moon Shot

- Use the materials located in the Additional Support Materials section in the back of the Teacher Guide to play Moon Shot with VCe words.
  - Move students into pairs. Provide each pair with a Moon Shot game board. Provide each student with a set of Oh No! cards and a set of Good to Go! cards. Provide small tokens as playing pieces.
  - Students take turns drawing word cards.
  - If a student reads the word correctly, he or she can draw a Good to Go! card and follow the directions on the card.
  - If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.

## 5

## INTRODUCE

## Split Digraph o\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

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

## Reading

Students will continue to read Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with VCe syllables. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.2.A.ii**

Students will read and pronounce Tricky Words *sugar*, *pressure*, and *tissue* and the high-frequency word *food*. **TEKS 3.2.A.vii; TEKS 3.3.A**

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

## FORMATIVE ASSESSMENT

## Activity Page 5.1

## Speak and Spell

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

## Activity Page 5.2

## Reader Response

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Split Digraph 'o_e'	Whole Group	5 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Card for /o_e/ > 'o_e' (home)
Practice with Speak and Spell	Whole Group	10 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Activity Page 5.1 (Digital Components 5.1)
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Small Group	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 18–21) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 5.2



## ADVANCE PREPARATION

### Foundational Skills

- Write words: *grocer*, *pinecone*, and *wholesome* on the board or on chart paper for use during the lesson.

### > Digital Component 5.1

- Prepare to project or display Digital Component 5.1.

### 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: *cellular respiration* and *fuel*. Display vocabulary on the board for students to decode. You may also wish to identify any words within this section of the reader with the split digraph 'o\_e'.

### Universal Access

- Prepare charts from previous lessons with the VCe patterns for /a\_e/ and /i\_e/ and make them visible for students to reference and make connections to in successive lessons.
- During Speak and Spell, prepare visual cues or images for the words *remote*, *antelope*, *episode*, *monotone*, and *trombone*.
- Provide materials for students to write sentences on during the Speak and Spell Challenge, such as paper or whiteboards.
- Prepare visuals for gas/fuel pump and gas can.
- Prepare a word bank of 'o\_e' and non 'e\_e' words.
- Gather sound letter tiles for students to manipulate as they practice building words with the "o\_e" pattern.
- Prepare sentence stems to provide to students:
  - I created \_\_\_. What word did you create?
  - I chose [word] because \_\_\_.
  - \_\_\_ uses gas.
  - Every car needs \_\_\_\_\_ to go.
  - In this section of the text, the author talks about \_\_\_.
  - One key detail in this part of the text is \_\_\_.
  - After reading this section, it is clear that \_\_\_.

- Copy a short text that contains many “o\_e” pattern words.
- For additional practice reading VCe words with the split digraphs o\_e, prepare counters and Phonics Bingo cards for each student.

Start Lesson



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## Reading

### Reading/Viewing Closely

#### Beginning

Provide students with a word bank of ‘o\_e’ and non ‘e\_e’ words. Have students create a set of word cards based on the word bank. Model correct pronunciation of each word, and have students repeat the word.

#### Intermediate

Provide a set of sound letter tiles to students. Have students create words with the “o\_e” pattern. Have them write the words they create and then, in pairs, compare their lists. Provide a sentence frame: I created \_\_\_\_\_. What word did you create?

#### Advanced/Advanced High

Give students a short text that contains many “o\_e” pattern words. In pairs, have students read the text aloud. Have students circle all the words with the pattern, then share their lists with the class explaining the reasoning behind their choices. Provide a sentence frame: I chose [word] because \_\_\_\_\_. Encourage students to listen to the words their peers found and try to name other, different words that they found during the discussion.

**ELPS 1.H; ELPS 2.A**

## Lesson 5: Introduce Split Digraph o\_e

# Foundational Skills

15M

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

Students will read and spell multisyllabic words with VCe syllables.

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

### INTRODUCE SPLIT DIGRAPH ‘O\_E’ (5 MIN.)

- Review what students have learned in previous lessons. Explain students will now learn VCe syllables with ‘o’ as the long vowel. Have students think-pair-share to answer questions:
- Display the words *lane*, *line*, and *lone*. Have students share what they notice about these three words. (*All have VCe syllables; lane has the long ‘a’ vowel sound, line has a long ‘i’ vowel sound, and lone has a long ‘o’ vowel sound.*)
- Write the word *tone* on the board. Ask students to read it in unison.
- Point to each spelling in *tone* as you say its sound: /t/ (point to the letter ‘t’), /o\_e/ (simultaneously point to the letters ‘o’ and ‘e’), /n/ (point to the letter ‘n’).
- Explain that the vowel sound in *tone* is /oe/. Remind them that even though the ‘o’ and the ‘e’ in *tone* are separated, they work together to stand for the /oe/ sound. As learned in the previous lessons where they reviewed the /ae/ and /ie/ vowel sounds, this kind of spelling is called a split digraph.
- Display the Spelling Card for /o\_e/ > ‘o\_e’ (*home*). Direct students to find the /oe/ sound on their Individual Code Charts and outline the code /oe/ > ‘o\_e’. Have students read the sample word provided.
- Point out the VCe syllable pattern by circling the consonants ‘t’ and ‘n’ and drawing a horseshoe shape around the vowels ‘o’ and ‘e’ to visually show

**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 syllable; 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.

their connection. Point to the consonant 'n' as the consonant within this pattern.

- Have students generate multisyllabic words by applying suffixes to the word *tone*. Write them on the board and clap syllables. Point out that the 'o\_e' sound stays the same in the two-syllable word. (*toner, toned, toning, untuned, etc.*)
- Clap the syllables. Point out that the 'o\_e' sound stays the same in the two-syllable word.
- Ask: In words with more than one syllable that have the VCe syllable pattern, where is the VCe syllable divided? (*The syllable with the VCe pattern begins with the consonant before it.*)
- Have students come up to the board or where the words are listed and decode them while applying what they have learned. Provide assistance as needed.

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

#### Activity Page 5.1



#### Challenge

Pair students up and instruct them to write each of the words from Speak and Spell in a sentence, then read them to each other. This will allow students another opportunity to practice their fluency with a new word in the context of a whole sentence.

- Have students open to Activity Page 5.1.
- Model the activity that students will complete. Prepare to project or display Digital Component 5.1.
  - Say aloud the word: *remote*
  - Repeat the word *remote*. Orally stretch the sounds or chunk the syllables.
  - 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 sheet. Then, write the full word on the last column.
- Repeat the process with the words *antelope, episode, monotone, and trombone*. This time, have students independently write the word parts in the syllable boxes and the full word in the last column on Activity Page 5.1.
- Prompt students to locate the VCe patterns in #1–5 on Activity Page 5.1. Have them draw a horseshoe around the VCe patterns they find.
- Prompt students to Think-Pair-Share: How did you find the VCe patterns in these words? (*I sounded out the syllables and noticed where the /oe/ sound was. Then I looked for the VCe pattern there.*)
- Direct students to the blank lines on Activity Page 5.1. Explain that they will listen as you say a sentence once, then listen again and write the sentence in cursive:

- Exercise helps my bones stay strong.
- Circulate and monitor as students complete Activity Page 5.1. If you notice that students are having difficulty dividing words into syllables, have them say the word aloud and practice clapping the syllables with them.
- Have students look back at the sentence and draw a horseshoe around the VCe patterns they find.



### Activity Page 5.1: Speak and Spell

Collect Activity Page 5.1 and assess students' ability to correctly spell and divide multisyllabic words following the VCe pattern where /oe/ work together. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 5: Introduce Split Digraph o\_e

# Reading



**Primary Focus:** Students will continue to read Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with VCe syllables.

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

Students will read and pronounce Tricky Words *sugar*, *pressure*, and *tissue* and the high-frequency word *food*. **TEKS 3.2.A.vii; TEKS 3.3.A**

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

### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today students will continue reading Chapter 2 of *Healthy Humans: How to Keep Your Body Strong*, "Exercise and Water," starting on page 18.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

Reader



Pages 18–22

- Have students turn and talk to review what they have read so far. Ask: What do you remember learning about the heart in the beginning of Chapter 2?
  - Use sentence stem: I remember learning \_\_\_\_\_ about the heart in the beginning of Chapter 2.
- Explain that students will examine another high-frequency word. Display this lesson's high-frequency word: *food*.
- Underline the vowel team *oo*. Remind students that the vowel team *oo* can make different sounds: /oo/ as in *look* or /oo/ as in *soon*. Remind students of the high-frequency word *book* from the previous unit.
- Blend the sounds aloud for each possible pronunciation as students listen, running your fingers underneath the letters each time: /f/ /oo/ /d/, /f/ /oo/ /d/. For additional support, display the Spelling Cards for each sound, including both /oo/ and /oo/. Confirm that the correct pronunciation is /f/ /oo/ /d/.
- Explain that in today's section of the Reader, they will be reading about how food affects their bodies. Direct students to turn and talk with a partner, each sharing one thing they already know about this topic using the high-frequency word *food* and at least one other high-frequency word learned so far in this unit: *grow*, *better*, *become*, *open*. They might also include related high-frequency words from previous units, such as *important*, *drink*, and *group*, as well as vocabulary from the unit.
- Display the Tricky Words, read each word, and use it aloud in a sentence:
  - *sugar*
  - *pressure*
  - *tissue*
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered:
  - Tricky Word: *sugar* (Explain that the letter 's' is pronounced /sh/.)
  - Tricky Word: *pressure* (Explain that the letters 'ss' are pronounced /sh/.)
  - Tricky Word: *tissue* (Explain that the letters 'ss' are pronounced /sh/.)
- Invite students to share what they already know about the meaning of these tricky words. Clear up any misconceptions and have students look the words up in the reader's glossary for practice.
- Focus students on the section of the Reader labeled "Good to Go."
- Preview the following vocabulary words that students will encounter in this

section of the Reader. Have students decode the words with a partner in isolation first and go over the correct pronunciation of each word.

**cellular respiration, n.**, the process that the body breaks down sugar into a form that the cell can use as energy

Example: Your science teacher will explain the process of cellular respiration and how cells use it to get energy.

### **fuel**

**1. n.**, a material that creates heat or power when it is burned or processed

Example: The trucker went to the gas station to put fuel in her truck before she started her trip.

**2. v.**, to provide the material that something or someone needs in order to create heat or power

Example: The race car stopped briefly so that the pit crew could fuel it again.

### **Sayings and Phrases**

**Good to go** is a saying that means ready to begin.

Example: Once I had all of my paints and brushes set up, I was good to go for my art project!

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Prompt students to Think-Pair-Share: What does the phrase “good to go” mean? (*It means to be ready or prepared for an action or situation.*) When might you use this phrase?
  - Use sentence stem: I would say “good to go” when... (*I am in school and have all of my supplies ready for an activity.*)
- 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.



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## **Reading**

### **Reading/Viewing Closely**

#### **Beginning**

Show visuals of a gas pump and gas can and explain that fuel and gas are terms that can have similar meanings. Ask simple questions: Do cars use gas? What else uses gas? Provide sentence frames: \_\_ uses gas. and Every car needs \_\_\_\_ to go.

#### **Intermediate**

In small groups, have students find nutrient and cellular respiration in the text and write a definition for each. Have students write a sentence that includes context for the word/phrase.

#### **Advanced/Advanced High**

In pairs, have students retell today's reading. Provide sentence frames such as In this section of the text, the author talks about \_\_. One key detail in this part of the text is \_\_. After reading this section, it is clear that \_\_.

#### **ELPS 4.G**

**Vocabulary Chart for “Good to Go” and “Mighty Muscles”**

<b>Vocabulary Type</b>	<b>Tier 3 Unit-Specific Words</b>	<b>Tier 2 General Academic Words</b>	<b>Tier 1 Everyday Speech Words</b>
Core Vocabulary	cellular respiration		
Multiple-Meaning Core Vocabulary Words	fuel		
Sayings and Phrases	good to go		

- Explain that there are a few things strong readers do to make sure they are good to go for reading. A strong reader chooses a comfortable reading spot, puts away distractions, and tells themselves that they are going to remain engaged. An engaged reader asks themselves questions as they read to stay focused.
- Model this process for students. Settle into a comfortable position, clear your reading area, take a deep breath, and smile as you say, “I’m good to go!”
- Read aloud the first sentence or two on page 18. Model pausing every few sentences to ask yourself a question about what you are reading.
- Pair students with intentional reading partners. Direct them to settle into a comfortable position, clear their reading area, take a deep breath, and smile as they say, “I’m good to go!”
- Instruct students to partner read the assigned section of the Reader starting on page 18 and ending at “. . . stronger over time.” on page 22. Prompt them to pause and ask themselves questions as they read.
- Circulate and monitor, using strategic prompts to check for comprehension, and their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal:** Explain how healthy nutrients serve as fuel for our bodies? (*Our bodies break down food to give us energy to move.*)

2. **Inferential:** What words on page 18 help the reader understand what the word glucose means? (*a kind of sugar, provides energy*)
  3. **Literal:** What two things are essential for cellular respiration? (*glucose and oxygen*)
  4. **Evaluative:** What details on page 21 support the idea that the harder you work, the stronger your muscles get? (*movement makes our muscles contract and relax, stressing muscles to get stronger, when you exercise your cells add more muscles*)
  5. **Evaluative:** How is building strong bones similar to building strong muscles? (*exercise and pressure build both muscles and bones, cells send messages to build both muscle and bone*)
- Ensure that students draw evidence from the text to support their responses using the following sentence stems:
    - Healthy nutrients serve as fuel for our body by . . .
    - The words that helped me understand what glucose means are . . .
    - \_\_\_\_ and \_\_\_\_ are essential for cellular respiration.
    - On page 21, it says . . . This shows . . .
    - Building strong bones is similar to building strong muscles because . . .
  - As you listen to students read, make notes regarding students' ability to decode multisyllabic words containing the VCe syllable in the Anecdotal Reading Record.

### WRAP UP (5 MIN.)

- Have students open to Activity Page 5.2.
- Instruct students to answer the comprehension question. Remind students to write in cursive, leaving spaces between words.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as, "Focus on connecting your letters smoothly. Work on making the transition from 'h' to 'e' more fluid." If students need additional support responding to the prompt, have them reread the section of the Reader. You may wish to have them orally share their answer to the question.

### Activity Page 5.2







## Activity Page 5.2: Reader Response

Collect Activity Page 5.2 to assess students' understanding of the text.

End Lesson

### Lesson 5: Differentiated Instruction

# Additional Support

## MORE HELP WITH VCE PATTERNS

### Support

Present each word on a word card as it is called out, or write it on the board for all students to see and respond to on their Bingo board. When possible, include a visual representation of the word for additional comprehension support.

- Conduct additional practice with students by providing practice with VCe words from this and the previous lessons. Include patterns for /a\_e/, /i\_e/, and /o\_e/. Have students write one word with each of the vowel sounds on a whiteboard. Then, prompt them to try swapping vowel sounds between the words. For example, if the original words are *lane* (/a\_e/), *time* (/i\_e/), and *tone* (/o\_e/), have students try putting an 'a' in *time* to make it *tame*, and in *tone* to make it *tane*. (Continue this pattern, turning *lane* into *line* and *tone* into *tine*; and *lane* into *lone* and *time* into *tome*.) Discuss with students whether the new words are nonsense or real words. Repeat this process with two-syllable words with the VCe pattern.
- List on notecards several two-syllable or three-syllable words with the VCe /o\_e/ pattern. Cut them up into syllables and have students mix and match them to practice forming the VCe pattern and making new words (real or nonsense). Make sure students are matching the word parts to form the appropriate pattern.

### Play Phonics Bingo

- Use the materials located in the Additional Support Materials section in the back of the Teacher Guide to play Phonics Bingo.
- Distribute the Bingo cards and counters.
  - Explain that students are going to play Phonics Bingo to practice reading VCe words with the split digraphs /o\_e/.
  - Demonstrate how the game works by drawing the top card from the word stack and reciting it aloud while students check their game boards for the word. Show students how to place a counter on top of the word on the board as it is called out.
  - Hold up the card to show the correct word so that students can check

their answers. Then, call on a student to share what letters in the word form the VCe pattern.

- Show students how to get an official “bingo” by getting a full line in any direction on the board.
- Ask students to familiarize themselves with the words on their Bingo cards. Point out that two words, *glucose* and *promotes*, were in the section of the Reader that they read today, as were the words *bone* (as in wishbone in the game) and *rope* (as in tightrope in the game).
- Begin the game.
- The game is finished when one line is covered with counters and a student says “Phonics Bingo!”

## 6

## REVIEW

## Split Digraph o\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell multisyllabic words with VCe syllables.

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

## Reading

Students will continue to read Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the

✚ text. **TEKS 3.1.A**

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

✚ **TEKS 3.1.C; TEKS 3.4**

Students will use text evidence to support an appropriate response.

✚ **TEKS 3.7.C**

## FORMATIVE ASSESSMENT

## Activity Page 6.1

## Reading and Dictation

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

## Activity Page 6.2

## Reader Response

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

✚ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review the VCe Pattern	Whole Group	5 min.	<input type="checkbox"/> Spelling Card for /oe/ > 'o_e' ( <i>home</i> ) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Grade 3 Foundational Skills Record
Practice with Reading and Dictation	Independent	10 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Reading and Dictation (Digital Components)
<b>Reading</b>			
Partner Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Small Group	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 22–23) <input type="checkbox"/> Partner Reading Feedback <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Lungs (Digital Components)
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> colored pencils <input type="checkbox"/> markers
<b>Take-Home Material</b>			
Home Spelling Quiz			<input type="checkbox"/> Activity Page 6.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare to display the Spelling Card for /oe/ > 'o\_e' (*home*) for students to reference when reviewing the split digraph 'o\_e'.

### Reading

- Preview the section of the Reader that will be read during this lesson to be familiar with the text students are reading aloud when listening to make notes on Anecdotal Reading Records. Consider using sticky notes to identify any challenging words or additional words that follow the VCe pattern. Also, consider using sticky notes to easily find vocabulary terms: *energy*, *oxygen* and *stretch*. Display vocabulary on the board for students to decode.

### Universal Access

- Prepare one-syllable base words that follow the 'o\_e' pattern and affixes to support students during Practice with Reading and Dictation. Words could include *shove*, *dove*, *love*, and *vote*.
- Provide writing paper for students to record found VCe words with the /oe/ rule from around the classroom during the Challenge activity. Be prepared to compile these words into a full list to share with students so they can hunt for each other's chosen words and recite them.
- Prepare a list of VCe words from the first two chapters of *Healthy Humans: How to Keep Your Body Strong* for Emergent Bilingual Students. Provide a list of prompts or questions and have students quickly share what they remember.
- Prepare sentence stem to provide to students:
  - In my body, my lungs \_\_\_.
- For additional support with VCe words, prepare to divide students into pairs. Provide each pair with a Moon Shot game board. Provide each student with a set of Oh No! cards and a set of Good to Go! cards. Provide small tokens as playing pieces.
- Prepare to project Digital Component 6.2 to show students where the lungs are located in the human body for Emergent Bilingual Students.

## Lesson 6: Review Split Digraph o\_e

## Foundational Skills



**Primary Focus:** Students will read and spell multisyllabic words with VCe syllables. **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

## REVIEW THE VCE PATTERN (5 MIN.)

- Ask students: What syllable pattern we have been studying in this unit? (VCe) Why is it important to understand different syllable types?
- Write the word *tadpole* on the board in cursive. Ask students to read it in unison.
- Clap the syllables while saying *tadpole* to demonstrate that it is a two-syllable word.
- Ask: If this word has two syllables, how many vowel sounds does it have? (*two*)
- Ask students to identify the two syllables. As needed, remind students that in multisyllabic words that have the VCe syllable pattern, the syllables are divided so that the syllable with the VCe pattern begins with the consonant before it.
- Prompt students to Turn-and-Talk: How do we divide the syllables for *tadpole*? (*tad/pole*)
- Ask: What syllable has the VCe syllable pattern? (*the second syllable*)
- Remind them that even though the 'o' and the 'e' in *tadpole* are separated, they work together to stand for the /oe/ sound. Point out the VCe syllable pattern by drawing a horseshoe around the 'o' and 'e' and pointing to the consonant 's' as the consonant within this pattern.
- Display the Spelling Card for /oe/ > 'o\_e' (*home*). Direct students to find the /oe/ sound on their Individual Code Charts.
- Write the word *composing* on the board. Ask students to read it in unison. Ask students to isolate the vowel sounds in the word.

## Support

For students who need additional support with reading and spelling multisyllabic words, first practice the split digraph work with one-syllable base words such as *woke*, *pose*, and *note* to build confidence. Then, add affixes or make into compound words and practice again with two-syllable words (e.g., *awoke*, *impose*, *notebook*).

## Challenge

Have students list three words identifying or describing something they see in the classroom that follows the VCe rule for /oe/. Write them on a list and give each student a copy. Students then can locate the objects, and, once found, recite and spell the word to receive a point.

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; 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.

## Activity Page 6.1



**EMERGENT  
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**Writing**

### Beginning

Give students a prepared list of VCe words from the Reader *Healthy Humans: How to Keep Your Body Strong*. In pairs, have them underline the vowels and circle the consonants in each word.

### Intermediate

Provide students with a list of VCe words from the Reader. Demonstrate the correct pronunciation of each word. Emphasize the VCe pattern and guide students through the correct enunciation of vowels and consonants.

Encourage students to listen closely to the pronunciation cues. Then, 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 three complete sentences using a list of VCe words.

Encourage them to incorporate as many VCe words as possible. Then read the sentences aloud to the group.

**ELPS 2.A; ELPS 1.H**

- Point out to students that in the word *composing*, the *-ing* does not change the base word (*compose*) pronunciation for 'o' and that it is still part of the split digraph rule.
- Stomp the syllables while reading *composing* aloud. Have students stomp with you.
- Point out the same rule with *trombone*, *exploding*, and *telephone*.
- Say each word aloud, prompting students to either clap or stomp the syllables when you point to them.

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

- Direct students to Activity Page 6.1 while you display the digital version.
- Ask students to point to the first word: *envelope*. Have students isolate the vowel sounds.
- Ask: What split digraph you see in the word? ('o\_e')
- Have students circle the consonant 'p', drawing a horseshoe shape around the vowels 'o' and 'e' to visually show their connection.
- Blend syllables to decode the word *envelope*.
- Ask students to whisper read all five words, drawing a horseshoe around the split digraph 'o\_e' in each.
- Direct students to items 6–9. Explain that they will listen as you say each word once, then listen again and write the word in cursive.
- Dictate the words *explode*, *provide*, *investigate*, *microscope*. Say each word. Have students repeat the word and then write the word. If students need to hear the word again, say: Class repeat.
- Circulate and monitor students' ability to encode words accurately as they write in cursive on Activity Page 6.1, providing feedback. Provide immediate and corrective feedback such as, "Focus on maintaining consistent slant and angle throughout your writing."
- Direct students to 10–11. Explain that they will listen as you say each sentence once, then listen again and write the sentence in cursive.
- Dictate each sentence:
  - The cast celebrated after the final episode of the show.
  - The antelope needed to find water to survive.



## Activity Page 6.1: Reading and Dictation

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

### Lesson 6: Review Split Digraph o\_e

# Reading



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

Students will collaborate and read multisyllabic words with VCe syllables.

**TEKS 3.1.C; TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.4**

Students will use text evidence to support an appropriate response. **TEKS 3.7.C**

### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today, students will continue reading Chapter 2 of *Healthy Humans*, starting on page 22.
- Based on what we have read so far, which details support the idea that our bodies benefit from exercise? Use the following sentence stem:
  - According to the text, our \_\_\_\_\_ (heart) and \_\_\_\_\_ (muscles) benefit from exercise because . . .
- Activate background knowledge before reading the new section. Ask: What do you know about lungs? Use the following sentence stem:
  - The lungs are \_\_\_\_\_.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words in isolation with a partner first and go over the correct pronunciation of each word.

**energy, n.,** a source of power

**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 3.1.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 syllable; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.7.C** Use text evidence to support an appropriate response.

### Reader



Pages 22–23



Example: Healthy foods help provide bodies with what they need to produce energy.

**oxygen, n.,** a gas in the air and in water that is necessary for people, animals, and plants to live  
 Example: During their picnic in the park, they breathed in the fresh air to fill their lungs with oxygen.

**stretch v.,** to spread out or reach as far as possible  
 Example: We rode in the car for several hours, so it felt great to stretch when we stopped for lunch.

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

Vocabulary Chart for “Exercise and Water”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		energy oxygen	stretch
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Read aloud the first sentence of “Breathe in the Good Stuff” on page 22, modeling fluent reading.
- Ask: Which word in this sentence contains the split digraph ‘o\_e’? (*enclosed*)
- Pair students with an intentional reading partner.
- Direct them to partner read the rest of page 22 and 23, ending with “... a good stretch!”

- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words  
Example prompts include:

1. **Literal:** What details from page 13–15 support the idea that oxygen is healthy for our lungs? (*Oxygen turns food into energy. It keeps your lungs strong and healthy. It stretches them.*)
  2. **Inferential:** Why does the author compare our lungs to balloons? (*They fill up with air just like balloons.*)
  3. **Evaluative:** What details from this section of the text could you use to encourage someone to exercise and be active? (*The text says that exercise brings oxygen into your lungs and oxygen is needed to turn food into energy. Exercise keeps our lungs strong and healthy by stretching them.*)
- Ensure that students speak coherently and draw evidence from the text to support their responses:
    - Oxygen is healthy for our lungs because . . . I know this because it says . . . on pg . . .
    - The author compares our lungs to balloons because . . .
    - I would encourage someone to exercise by telling them . . .
  - 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.)

- Have students open to Activity Page 6.2. Read aloud the directions.
- Clarify that students will be making a flyer to share what they have been learning in their Reader about how to live a healthy life. Before starting their flyers, have students collaborate with a partner or small group about what they have learned so far in the Reader. This collaboration will help create more ideas. Students will incorporate words with the VCe syllable pattern into their flyer.
- Guide students to think about what makes for an engaging flyer, such as a catchy headline, attractive design, a clear message, and an encouraging call to action.
- Provide students with colored pencils and markers to create their flyers.
- If there is time, have students volunteer to share their flyer with the class.



**EMERGENT  
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## Reading

### Reading/Viewing Closely

#### Beginning

Show students Digital Component 6.2, which is an image of the lungs in the human body. Have students stand up and take some deep breaths together to illustrate how lungs fill with air. Have students write a complete sentence that includes the words 'oxygen' and 'lungs'. Provide a sentence stem: In my body, my lungs \_\_\_\_.

#### Intermediate

In pairs, have students brainstorm a list of exercises. Have them highlight the exercises they do, circle the exercises they want to do, and cross out the exercises they do not want to do. Then have students write a response, prompting them to articulate their reasoning behind agreeing or disagreeing with the selected exercises.

#### Advanced/Advanced High

In pairs, ask students to create a chart comparing how human lungs are similar to balloons and trees. They should find evidence from the text to support their answers. Use the following question to promote discussion: How did you (determine/find) your answer?

#### ELPS 4.F

## Activity Page 6.2



## Activity Page 6.3



## Activity Page 6.2: Reader Response

Collect Activity Page 6.2 and assess students' ability to correctly use and spell words with the VCe syllable pattern as well as demonstrating comprehension of the Reader. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

## Lesson 6: Review Split Digraph o\_e

# Take-Home Material

- Have students take home Activity Page 6.3 for additional practice with this lesson's objectives.

## Lesson 6: Differentiated Instruction

# Additional Support

### MORE PRACTICE WITH VCE SYLLABLES

- Use the following lists of sentences to extend the lesson. Follow the same procedures of having students clap or stomp the syllables and identify the vowel sounds of the VCe pattern words.:

#### Decodable Sentences

1. She put the passcode in her cellphone.
2. The telescope helped them explore the night sky.
3. They postpone the new episode of our show.
4. It was time to dispose of the wilting roses.
5. The tadpole explored the pond.

## Moon Shot

- Use the materials located in the Additional Support Materials section in the back of the Teacher Guide to play Moon Shot with words following a VCe pattern.

- Move students into pairs. Provide each pair with a Moon Shot Game Board. Provide each student with a set of Oh No! cards and a set of Good to Go! cards. Provide small tokens as playing pieces.
- Review the game instructions: Students take turns drawing word cards. If a student reads the word correctly, he or she can draw a Good to Go! card and follow the directions on the card.
- If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.

## 7

## INTRODUCE

## Split Digraph u\_e

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

Students will read and spell multisyllabic words with VCe syllables.

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

## Reading

Students will continue to read Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will collaborate and read multisyllabic words with VCe syllables. **TEKS 3.1.D; TEKS 3.2.A.ii**

Students will read and pronounce Tricky Word *intestine* and the high-frequency word *carry*. **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.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.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **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.

## FORMATIVE ASSESSMENT

Activity Page 7.1



Speak and Spell

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

TEKS 3.2.D

Activity Page 7.2



Review VCe Sounds

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Split Digraph 'u_e'	Whole Group	5 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Card /ue/ > 'u_e' (cute)
Practice with Speak and Spell	Whole Group	10 min.	<input type="checkbox"/> Activity Page 7.1
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 24–31) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> Water Slide (Digital Components)
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Take-Home Material</b>			
Fluency Practice			<input type="checkbox"/> Activity Page 7.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare to display the Spelling Card /ue/ > 'u\_e' (*cute*) for students to use when identifying the split digraph 'u\_e'.
- Provide a list of 'u\_e' words for Emergent Bilingual Students such as *huge*, *flute*, *salute*, *tribute*, and *contribute*.

### ➤ Digital Component 7.1

- Prepare to project Digital Component 7.1 to show a visual of a water slide for Emergent Bilingual Students.
- Write the following phrases on the board or chart paper for students to reference during Tricky Word instruction:
  - contributes to a better home
  - your digestive system
  - microbes or bacteria
  - substitute for drinking water

### Reading

- Preview the section of the Reader that will be read during this lesson to model using expression and emphasis on the keywords. Consider using sticky notes to note any challenging words including additional u\_e words. Also, consider using sticky notes to easily find vocabulary terms: *bacteria*, *hydrated*, and *microbes*. Display vocabulary on the board for students to decode.

### Universal Access

- Support students to visually see the syllables separately. Doing this will support their ability to decode each syllable individually before blending the syllables together to form the word. Highlighting the vowel sound in each syllable helps reinforce that every syllable has only one.
- As needed, provide alternative words with fewer or more syllables according to student skill level when reviewing VCe sounds.
- Prepare a list of 'u\_e' words from the Reader for Emergent Bilingual Students.
- Write each syllable of *salute* on an index card for the challenge activity.
- Prepare sentence stems to provide to students:
  - I think water slides are \_\_\_\_\_.

◦ Sweat is important in the human body because \_\_\_\_.

- For additional support with 'u\_e' sounds, prepare to put students in pairs. Give each pair a strip of paper marked with 'u\_e' on one end and 'u' on the other.

Start Lesson

## Lesson 7: Introduce Split Digraph u\_e

# Foundational Skills

15M

**EMERGENT  
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STUDENTS**



### Foundational Skills

#### Foundational Literacy Skills

##### Beginning

Provide a word bank of 'u\_e' words. In pairs, have students write sentences and draw a picture to represent each sentence.

##### Intermediate

Provide a list of 'u\_e' words from the Reader that are scrambled. In pairs, have students unscramble the letters to form words.

##### Advanced/Advanced High

Have students write sentences with missing 'u\_e' words. Exchange sentences with a partner who fills in the blanks.

**ELPS 4.A**

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

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

### INTRODUCE SPLIT DIGRAPH 'U\_E' (5 MIN.)

- Inform students that they will be working with a new VCe pattern. Ask: What VCe patterns have you previously learned? ('a\_e', 'i\_e', and 'o\_e'.)
- Write the word *mute* on the board. Isolate the vowel sound. Ask students to read the word.
- Point to each letter in *mute* as you say its sound: /m/ (point to the letter 'm'), /u\_e/ (simultaneously point to the letters 'u' and 'e'), /n/ (point to the letter 't').
- Explain that the vowel sound in *mute* is /ue/. Remind them that even though the 'u' and the 'e' in tone are separated, they work together to stand for the /ue/ sound. As learned in the previous lessons where they reviewed the /ae/, /ie/, and /oe/ vowel sounds, this kind of spelling is called a split digraph.
- Point out the VCe syllable pattern by circling the consonants 'm' and 't' drawing a horseshoe shape around the vowels 'u' and 'e' to visually show their connection. Point to the consonant 't' as the consonant within this pattern.
- Display the Spelling Card for /ue/ > 'u\_e' (*cute*).
- Direct students to find the /ue/ sound on their Individual Code Charts and outline in green the code /ue/ > 'u\_e' (*cute*).

**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.



- Add 'un' at the beginning of *mute* to make the word *unmute*. Ask students to read it in unison.
- Clap the syllables. Point out that the 'u\_e' sound stays the same in the two-syllable word.
- Ask: In words with more than one syllable that have the VCe syllable pattern, where is the VCe syllable divided? (*The syllable with the VCe pattern begins with the consonant before it.*)
- Prompt students to turn and talk: Use the word *unmute* in a sentence.
- Repeat this process with the words *contribute* and *refuse*.

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

- Have students open to Activity Page 7.1.
- Model the activity.
  - Say aloud the word on the first card for students to hear: *salute*.
  - Have students repeat the word *salute*.
  - Instruct students to say the word aloud and clap the syllables as they say it.
  - Direct students to write the word by placing the word parts in their appropriate syllable boxes. Then, have them write the whole word in the final column of the table. Remind students to write in cursive.
- Repeat with each of the remaining words: *produce*, *perfume*, *distribute*, *substitute*.
- Direct students to the blank lines on Activity Page 7.1. Explain that they will listen as you say a sentence once, then listen again and write the sentence in cursive. Remind students to leave spaces between words.
- Dictate the sentences:
  - I turned down the volume on the radio.
  - You were kind to include everyone in the game of tag.
- Provide immediate and corrective feedback such as, "Check that your loops and tails are formed smoothly and connect to the next letter."
- Review the answers with the class. Have students draw a horseshoe around the VCe patterns they find.

### Activity Page 7.1



### Challenge

Write each syllable in *salute* on an index card. After students clap the syllables, display the cards, and ask students to identify the vowel sound in each syllable. As they do, highlight the vowel(s). Ask students to read the first syllable, then the second, then blend them together to read the word.



## Activity Page 7.1: Speak and Spell

Collect Activity Page 7.1 and assess students' ability to correctly spell and divide multisyllabic words following the VCe pattern 'u\_e.' Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 7: Introduce Split Digraph u\_e

# Reading



**Primary Focus:** Students will continue to read Chapter 2 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**



Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and



enunciation. **TEKS 3.1.C**

Students will collaborate and read multisyllabic words with VCe syllables.



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

Students will read and pronounce Tricky Word *intestine* and the high-frequency word *carry*. **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 HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today, students will finish reading Chapter 2 of *Healthy Humans: How to Keep Your Body Strong*, "Exercise and Water," starting on page 24. Ask students to turn and talk to discuss what they remember from earlier sections of Chapter 2. Tell students to use the words *heart*, *lungs*, and *muscles* in their discussion.



**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 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.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.

## Reader



Pages 24–31

- 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.

**bacteria, n.,** tiny forms of life in air, water, food, and living things, that often cause disease

Example: Raw chicken has bacteria in it that can make you very sick if you eat it.

**hydrated, adj.,** when a living thing has enough water in it to stay healthy and grow

Example: They brought lots of water on their hike so they could stay hydrated during the steep climb.

**microbes, n.,** an extremely small living thing that can only be seen under a microscope

Example: Different types of microbes are found everywhere; some types are helpful, while others can be harmful.

### Sayings and Phrases

Having a **happy tummy** is a phrase that refers to a healthy stomach and digestive system

Example: When I eat fresh fruit, I have a happy tummy!

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

Vocabulary Chart for “Happy Tummy” and “Stay Hydrated”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	bacteria microbes	hydrated	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	happy tummy		



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Display Digital Component 7.1 to provide students with a visual of a water slide. Ask yes/no questions: Have you ever been on a water slide? Was it fun? Do you want to go on one? Have students work in pairs to collaboratively write one complete sentence that describes their water slide experiences. Provide a sentence stem: I think water slides are \_\_\_\_\_.

#### Intermediate

In pairs, have students write a brief explanation about the importance of exercise and water for the human body. Have students refer to the Reader for health-related vocabulary they can use in their writing. Provide sentence stems:

When you exercise, it...  
Working out helps...  
Drinking water helps...

#### Advanced/Advanced High

In small groups, ask students to explain the importance of water, connecting sweat and the human body. Provide a sentence stem: Sweat is important in the human body because \_\_\_\_\_. Students should listen to each other and build on their ideas during the discussion.

**ELPS 4.F, ELPS 4.I**

- Explain that students will examine another high-frequency word.
- Display this lesson's high-frequency word: *carry*.
- Say the word *carry* slowly. Ask where the syllables should be divided. Remind students that as they reviewed with *better*, when a consonant is doubled in a multisyllabic word, the syllables are divided there. Draw a line to divide the two syllables, *car/ry*. Ask: What sound does the 'a' in the first syllable make? (/ae/)
- Point out that even though the 'a' is followed by an 'r' in *carry*, the sound of the 'a' is not controlled by the 'r'; we do not pronounce this word *car-ee*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /c/ /ae/ /r/ /ee/. For additional support, display the Spelling Cards for each sound.
- Display the Tricky Word, read the word, and use it aloud in a sentence: *intestines*.
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered:
- Tricky Word: *intestines* (Explain that the second 'i' is pronounced /i/.)
- Invite students to share what they already know about the meaning of the word.
- Display the following phrases which contain words from the text. Point out spelling patterns and define words as needed. Have students use the glossary if needed.
  - contributes to a better home
  - your digestive system
  - microbes or bacteria
  - substitute for drinking water
- Read aloud the first sentence under "Happy Tummy" on page 24.
- Model thinking aloud about the keywords in this sentence: I think the keywords in this sentence are "digestive system" and "wild waterslide." "Digestive system" tells the reader what the sentence is about. "Wild waterslide" is a comparison that helps readers to understand the digestive system.
- Read aloud the first sentence again, modeling using expression and emphasis on the keywords. Ensure students that there may be other words that could be considered keywords. Emphasizing different words tells your listener what big ideas you want to convey.

- Read aloud the second and third sentences under “Happy Tummy.”
- Direct students to Think-Pair-Share: What are the keywords in these sentences, and why? (*Top, mouth, and throat because they name the specific parts of the digestive system that are the focus of these sentences.*)
- Read aloud the second and third sentences again, modeling using expression and emphasis on the keywords.
- Pair students with intentional reading partners.
- Instruct students to partner read the rest of the assigned section of the Reader, ending at “. . . a cool drink!”
- Remind them to preview the sentences for keywords and emphasize these words as they read to convey the most important information.
- Remind students to alternate reading sentences and to provide assistance to each other as needed.
- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Inferential.** How does imagining your digestive system as a waterslide help you visualize what happens to food when you eat it? (*The food moves through twists and turns like a slide.*)
  2. **Literal.** What are microbes? How do they help us digest our food? (*Microbes are like tiny bugs that live in our digestive system. They help break down the food we eat so we can get the most out of it.*)
  3. **Inferential.** Why does exercise help increase the number of good bacteria in your gut? (*The text says that microbes and exercise are two things that help with digestion. I think exercise helps the microbes eat more food, which helps them be healthy and multiply.*)
  4. **Literal.** What word on page 26 helps you understand what the word microbes means? (*bacteria*)
  5. **Inferential.** What details in the text support the idea that water helps us to digest food? (*Water carries tiny pieces of food to different parts of the body; Water helps carry waste away.*)
  6. **Evaluative.** What is the most likely reason the author compares water to a garbage truck? (*Water carries waste away in our bodies, just like a garbage truck carries waste away.*)

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - The food moves . . .
  - Microbes are \_\_\_\_\_.
  - Details in the text support the idea that water is \_\_\_\_\_.
  - The most likely reason the author compares water to a special delivery truck is \_\_\_\_\_.
- As you listen to students read, make notes regarding their individual reading ability to decode multisyllabic words in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, “If you’re having difficulty dividing words into syllables, say the word aloud and clap the syllables.”

### WRAP UP (5 MIN.)

- Direct students to Activity Page 7.2. Inform them that they will practice all of the VCe sounds they have been working with lately.
- Prompt students to review each of the VCe patterns and the sounds each make: a\_e, u\_e, i\_e, and o\_e.
- Read the VCe words aloud one at a time. Read each word slowly, exaggerating the syllables and the VCe sound. Have students write the word under the appropriate sound heading on Activity Page 7.2.
- Review the answers with the class.
- Direct students to complete Activity Page 7.2 by answering the question in cursive. Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as, “Great job forming the letter ‘a’! I like how you started at the top and made a smooth, curved line.”

End Lesson

### Lesson 7: Introduce: Split Digraph u\_e

# Take-Home Material

- Have students take home Activity Page 7.3 to read aloud with a family member.

### Activity Page 7.2



### Challenge

Have students work together to list additional multisyllabic words for each of the split digraphs on Activity Page 7.2.

### Activity Page 7.3



## Lesson 7: Differentiated Instruction

# Additional Support

### DECODABLE SENTENCES

- Use the following sentences to have students read in partners to build fluency and practice appropriate rate, expression, and pausing for punctuation:

#### Decodable Sentences

1. They distributed produce at the market.
2. I refuse to waste food.
3. It is useful to include all the pieces in the game.
4. The substitute teacher introduced herself.
5. She was confused by her excuses.

### IDENTIFY 'U\_E' /UE/ SOUNDS

- Play Stomp the Sound. Stomp the Sound resources can be found in the Additional Support section of the Teacher Resources.
- Move students into pairs. Give each pair a strip of paper marked with 'u\_e' on one end and 'u' on the other.
- Have student pairs face each other, then place their strip of paper on the floor between them with the letters lined up at their feet.
- Explain that you will say words that they have read thus far in their Reader for the unit that either have a long 'u' because they use the VCe pattern or that make the short 'u' vowel sound.
- Explain that students will take turns. Have pairs decide which student will take the first turn. They will be the first student to stomp.
- When the first word is read by the teacher, the first student should stomp on the end of the strip that has the correct spelling for the vowel sound.
- Practice with the first two words: *useful*, *truck*.

- Shuffle the Stomp the Sound word cards. Read each word one at a time, repeat the word after students stomp, then show the card and confirm the correct answer.
- Consider emphasizing and stretching out the /u/ or /ue/ as you say the words in a segmented fashion.
- Each student should say their word as they stomp on the corresponding sound.
- Observe students' behavior in the Stomp the Sound game and note those who stomp the right sound and those who do not. Take note of the students who need additional sound work and provide support individually or in a small group.

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### **HIGH FREQUENCY WORD: CARRY**

- Provide students with a whiteboard and dry erase marker. Direct students to flip through pages 24–31 of the Reader and invite them to choose any of the illustrations and write a sentence about it using the word *carry*. Remind students to write in cursive and to use their finger to make a space between each word. Have students turn to each illustration in order and, for each, call on some students to read aloud their sentence written about it.



## 8

## INTRODUCE

## Consonant Suffixes

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

Students will read, spell, and identify the meaning of, and use words with affixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read Chapter 3 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read words with suffixes. **TEKS 3.1.C; TEKS 3.2.A.vi**

Students will identify and read high-frequency words *clean* and *feet*. **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 8.1

## Reading and Dictation

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

## Activity Page 8.2

## Reader Response

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Consonant Suffixes	Whole Group	7 min.	❑ Adding Consonant Suffixes (TR 8.1)
Practice with Reading and Dictation	Independent	8 min.	❑ Activity Page 8.1 ❑ Activity Page 8.1 (Digital Components)
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Whole Group	10 min.	❑ <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 32–36) ❑ Anecdotal Reading Record ❑ Glitter (Digital Components)
Wrap Up	Independent	5 min.	❑ Activity Page 8.2 ❑ Grade 3 Foundation Skills Record

## ADVANCE PREPARATION

### Note to Teacher

The next instructional arc in this unit moves students from focusing on VCe syllable patterns to suffixes that follow the silent 'e'. In Unit 3 lessons, in which students are learning the rule about adding a suffix that begins with a consonant to words ending in a VCe syllable, students will focus on the suffixes *-ly*, *-ful*, and *-less*. These suffixes will be covered again in later units. In Unit 3 lessons, in which students are learning the rule about adding a suffix that begins with a vowel to words ending in a VCe syllable, students will focus on the suffixes *-y*, *-ed*, and *-ing*, which they learned in Unit 2. While there are many other suffixes—many of which are explored in later units—limiting the suffixes that students work with now will help them solidify their understanding of the rules.

### Foundational Skills

#### ➤ Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 to display, or prepare to display the digital version, and make copies of TR 8.1 for students.

### 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: *hygiene*, *oil*, and *shield*. Display vocabulary words on the board for students to decode.

#### ➤ Digital Component 8.2

- Prepare to display Digital Component 8.2 to provide a visual of glitter for Emergent Bilingual Students.

### Universal Access

- Challenge students to create a list of words that contain the *-ful* and *-ly* suffixes. When doing so, students will notice and attend to the spelling rules for adding suffixes. Asking students to write and act out sentences using these words allows them to demonstrate their understanding of how *-ful* and *-ly* suffixes change the meanings from their base words.
- Make a list of VCe words with suffixes (*-ed*, *-ing*, *-er*) from the lesson and the Reader, *Healthy Humans: How to Keep Your Body Strong*.
- Prepare word cards for VCe words with suffixes (*-ed*, *-ing*, *-er*).
- Prepare sentence stems to provide to students:

- The word \_\_\_\_ has suffix \_\_\_\_.
- In our pairs, we created the word \_\_\_\_ by combining \_\_\_\_ with \_\_\_\_.
- We think the new word means \_\_\_\_ because \_\_\_\_.
- I chose this suffix because \_\_\_\_.
- Prepare sets of VCe word cards and suffix cards.
- Prepare sentence frames with missing VCe words with suffixes. For example, “She (*polite*) thanked her friend.” or “He is (*hope*) about the trip”.
- For additional support with suffixes *-ful* and *-ly*, write several words on index cards, such as *impactful*, *unfearful*, *meaningful*, *ultrapowerful*, *secondly*, *formerly*, *evidently*, and *famously*.

Start Lesson

## Lesson 8: Introduce Consonant Suffixes

# Foundational Skills



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

Students will read, spell, and identify the meaning of, and use words with affixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### INTRODUCE CONSONANT SUFFIXES (7 MIN.)

- Tell students in the last lesson, we learned about VCe words that have more than one syllable. Turn to a partner and discuss where the VCe syllable is divided in these types of words. (*The syllable with the VCe pattern begins with the consonant before it.*)
- Tell students that today they will learn a rule about adding suffixes.
- Remind students that prefixes come before the base word, and suffixes come after the base word. Remind students that prefixes and suffixes also add a syllable to the base word. Ask students to turn to a partner and discuss any words they know with prefixes and suffixes. Have several students share out and define the words.

### Support

If students need additional support sounding out a word, cover all but the first syllable. Ask them to read the first syllable. Then cover the first syllable, asking to read the second syllable. Repeat with remaining syllables. If needed, go through the syllables individually a second time. Slowly reveal the entire word, asking them to blend and read the syllables as you run your finger beneath it.

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



## Reading

### Reading/Viewing Closely

#### Beginning

Provide word cards for VCe words with suffixes (*-ed*, *-ing*, *-er*). Have students mix and sort the cards into categories by suffix. Encourage discussion about the patterns they observe, and have them explain why specific words belong to particular categories. Provide a sentence frame: "The word \_\_\_\_ has suffix \_\_\_\_."

#### Intermediate

Provide a set of VCe word cards and suffix cards. In pairs, have students combine a VCe word card with a suffix card to create a new word. For example, combine "hope" with "-ful" to form "hopeful." Have students write a list of the words they create. Have students analyze and discuss the meanings of the newly formed words. Ask how the addition of different suffixes transforms the meaning of the base VCe words. Provide a sentence frame: In our pairs, we created the word \_\_\_\_ by combining \_\_\_\_ with \_\_\_\_\_. We think the new word means \_\_\_\_ because \_\_\_\_.

#### Advanced/Advanced High

Provide sentence frames with missing VCe words with suffixes. In pairs, have students complete the sentences by filling in the appropriate word. For example, "She (*polite*) thanked her friend." or "He is (*hope*) about the trip." Then have students articulate the rationale behind their word choices. Provide a sentence stem: I chose this suffix because \_\_\_\_.

#### ELPS 1.C

- Explain to students that when prefixes and suffixes are applied to base words, they can also change the meaning of the word.
- Tell students that today they will use base words with VCe syllables.
- Ask: What does a VCe syllable pattern look like in a word? (*A vowel, then a consonant, then an 'e'.*)
- Ask: What does the silent 'e' after the consonant do to the vowel it is split from? (*It creates the long vowel sound.*)
- Remind students of the long vowel sounds they focused on in this unit through their work with split digraphs: /ae/, /ie/, /oe/, and /ue/. As needed, refer students to the Individual Code Chart for review.
- Display and give each student a copy of Adding Consonant Suffixes (TR 8.1).
- Read the first word *polite*, and tell students it is a verb that means when one shows respect.
- Point to the second row and read the word *polite* and pause before pointing to and reading the suffix *-ly*. Explain the *-ly* suffix changes a verb into an adverb (*describes a verb*).
- Point to the last row and read the new word *politely*. This adverb can now describe a verb. So, when a person walks *politely*, they walk (*verb*) in a way that shows respect to others around them (*i.e. walking quietly and slowly to not disturb others or run into them*).
- Chorally read the next word with students, *grace*, and tell students it means to be gentle or have care.
- Point to the second row chorally reading *grace* and *-ful*. Explain that *-ful* means to be full of.
- Chorally read *graceful* and prompt students to discuss what this new word means.
- Follow this process with the last word *hope*, allowing students time to discuss the meaning of the new word *hopeless*.
- Ask: What does each suffix on TR 8.1 begin with? (*A consonant*)
- Ask: What kind of syllable does each base word end in? (*VCe*)
- Explain that when we add a suffix that begins with a consonant, like *-ly*, *-ful*,

and *-less*, to a base word ending in a VCe syllable, the suffix is simply added onto the end without changing the spelling of the base word.

### PRACTICE WITH READING AND DICTATION (8 MIN.)

- Have students turn to Activity Page 8.1. Prepare to display or project Activity Page 8.1 (Digital Component 8.1).
- Direct students to point to the first sentence: That store *solely* sells fresh food. Identify the split digraph in *solely*. (o\_e)
- Have students draw a horseshoe shape around the 'o' and 'e' to show how they work together.
- Underline the suffix *-ly*.
- Use sound-by-sound blending to decode the word *solely*: /s/ /oe/ /l/ /ee/
- Ask students to recall how the *-ly* suffix changes a word. (*It makes the word an adverb*)
- Ask: In this sentence, what verb is *solely* describing? Suggest the sentence starter: *Solely* is describing the verb... (*sells*)
- Read the remaining sentences, drawing a horseshoe around the split digraph in each, underlining the suffix, and discussing the new meaning of the words.
  - My dad likes to eat boneless chicken wings to refuel after working out.
  - She bravely walked across the rope bridge.
  - I am grateful to rest my body after playing.
- Direct students to the blank lines. Explain that they will listen as you say each word once, then repeat the word and write the word: *tirelessly*, *hopeful*, *useful*, *absolutely*, *shameful*. Repeat the word and write the word. If someone needs a word repeated say: Class repeat.
- Direct students to complete responses in cursive. Circulate and monitor students' ability to encode words with suffixes as they write in cursive on Activity Page 8.1, monitoring student's ability to encode words with suffixes. Provide immediate and corrective feedback on letter formation such as, "Check that your loops and tails are formed smoothly and connect to the next letter."
- Invite students to partner up and discuss the meanings of the words they wrote. Prompt students to use a dictionary to look up the definitions of each word. Circulate and monitor students providing coaching and feedback as needed. Review the definitions together and ask students to share their understanding of the word.

### Activity Page 8.1



### Challenge

Invite students to make a list of words with *-ful* and *-ly* suffixes. Have them write their own sentences with these words and act them out with a partner.



## Activity Page 8.1: Reading and Dictation

Collect Activity Page 8.1 and assess students' ability to correctly spell the dictated words by applying the suffix rule. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 8: Introduce Consonant Suffixes

# Reading

15M

**Primary Focus:** Students will read Chapter 3 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read words with suffixes. **TEKS 3.2.A.vi**

Students will identify and read high-frequency words *clean* and *feet*.

**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 HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that students will examine two more high-frequency words.
- Display this lesson's high-frequency words: *clean* and *feet*.
- Ask students to identify the vowels in the words. Underline the vowel team 'ea' in *clean* and the 'ee' in *feet*.
- Ask: What do these vowel teams have in common? (*Both vowel teams are pronounced /ee/.*) Point out that the high-frequency word *become* also has an /ee/ sound, made by the open syllable 'be'.

Reader



Pages 32–36

**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.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge 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** 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.

- For each word, blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /c/ /l/ /ee/ /n/, /f/ /ee/ /t/. For additional support, display the Spelling Cards for each sound, including both the spellings 'ea' and 'ee' for /ee/. Explain that today students will begin reading Chapter 3 of *Healthy Humans: How to Keep Your Body Strong*, starting on page 32.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words in isolation with a partner first and go over the correct pronunciation of each word.

**hygiene, n.**, habits that one forms that help support the body's cleanliness and health

Example: Brushing and flossing your teeth regularly is an important part of a routine for good hygiene.

**oil**

**1. n.**, a smooth, thick, sticky liquid

Example: The chef put oil in the pan so the food wouldn't stick when cooked.

**2. v.**, to add oil to something

Example: I had to oil the machine's parts so they would move smoothly and quietly.

**shield, n.**, a cover that is meant to protect

Example: I used my umbrella as a shield to protect me from the driving rain and harsh wind.

## Sayings and Phrases

**Scrub a dub dub** is a saying that refers to washing your body.

Example: I need a bath! I will scrub a dub dub and make myself clean!

**Keep it clean** is a phrase referring to washing your clothes to keep your body clean.

Example: I am running a load of laundry so I can keep my body clean by wearing clean clothes. (Point out how *it* was replaced with *my body* in this example. In the phrase, the word *it* can always be replaced to show exactly what is kept clean.)

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the sayings "scrub a dub dub" and "keep it clean." 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 *oil* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.



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

Vocabulary Chart for “Scrub a Dub Dub” and “Keep It Clean”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	hygiene	shield	
Multiple-Meaning Core Vocabulary Words		oil	
Sayings and Phrases	scrub a dub dub keep it clean		

- Read aloud the first sentence under “Personal Hygiene” on page 32.
- Model thinking aloud about the keywords in this sentence: I think the keywords in this sentence are *bodies*, *healthy*, *superhero*, and *shield*. *Bodies* and *healthy* tell the reader what the sentence is about. *Superhero* and *shield* is a comparison that helps readers to understand the concept.
  - Ask: Based on these keywords, what do you think this section will be about? Use sentence stem: This section of the reader will be about . . .
- Read aloud the first sentence again, modeling using expression and emphasis on the keywords. Clarify that there may be other words that could be considered keywords. Emphasizing different words tells your listener what big ideas you want to convey.
- Pair students with intentional reading partners.
- Instruct students to partner read the rest of the assigned section of the Reader, starting on page 32 and ending on page 36.
- Remind them to preview the sentences for keywords and emphasize these words as they read to convey the most important information.
- Remind students to alternate reading sentences and to provide assistance to each other as needed.

- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:

1. **Literal.** What words in the first paragraph help you to understand what the word hygiene means? (*keeping ourselves clean*)
  2. **Literal.** What details on page 34 support the idea that soap keeps us healthy? (*it removes oils and germs, fewer germs to make us sick*)
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
    - The words that helped me understand what *hygiene* means are . . .
    - The details on page 34 support the idea 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.
  - As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.

### WRAP UP (5 MIN.)

- Have students open to Activity Page 8.2. Direct students' attention to the Word Bank. Explain that these words are in the section of the Reader they read in this lesson (*regularly, useful, flawless*).
- Direct students to first circle the suffix in each word.
- Instruct students to answer the question using any of the words in the word bank. Remind students to write in cursive, leaving spaces between words.
- Circulate and monitor as students write in cursive on Activity Page 8.2. Provide immediate and corrective feedback such as, "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
- Ask students to turn to a partner and share their responses.

## EMERGENT BILINGUAL STUDENTS



### Reading

#### Reading/Viewing Closely

##### Beginning

Provide visuals to demonstrate how people and animals get clean. Ask a simple question: Do you take a bath or a shower to get clean?

##### Intermediate

Have students write their daily hygiene routine. In pairs, compare their routines. Review what is meant by daily hygiene and provide pictures of students brushing teeth, brushing hair, washing hands, etc.

##### Advanced/Advanced High

In small groups, ask students to discuss the importance of washing their face. Students should take turns listening to each other and building on each other's ideas during the discussion. Have them write some details about why people should wash their face.

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

### Activity Page 8.2





### Activity Page 8.2: Reader Response

Collect Activity Page 8.2 to check students' ability to use words with affixes in sentences that demonstrate 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 8: Differentiated Instruction

# Additional Support

## MORE PRACTICE WITH SUFFIXES

- Provide a variety of ways for students to work with suffixes *-ful* and *-ly*. Write several words on index cards. Have students highlight the base word in yellow, the suffix *-ful* in blue, and the suffix *-ly* in green. Additional words include *impactful*, *unfearful*, *meaningful*, *ultrapowerful*, *secondly*, *formerly*, *evidently*, and *famously*.



## 9

## REVIEW

## Consonant Suffixes

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will collaborate, read, and spell words with suffixes.

 **TEKS 3.1.D; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

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

## Reading

Students will read Chapter 3 of *Healthy Humans: How to Keep Your Body Strong* and

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

Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and

 enunciation. **TEKS 3.1.C**

 Students will read words with suffixes. **TEKS 3.2.A.vi**

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

 *while*. **TEKS 3.2.A.vii**

Students will use context within and beyond a sentence to determine the meaning of

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

## FORMATIVE ASSESSMENT

## Activity Page 9.1


## Spell with Consonant Suffixes

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

## Activity Page 9.2

## Reader Response

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

 **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Consonant Suffixes	Whole Group	10 min.	<input type="checkbox"/> whiteboards <input type="checkbox"/> dry erase markers
Practice with Encode and Apply	Whole Group	5 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Small Group	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 39–43) <input type="checkbox"/> Anecdotal Reading Record (Digital Components) <input type="checkbox"/> Glitter
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 9.2

## 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: *droplets* and *cave*. 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.

### ➤ Digital Component 8.2

- Prepare to display Digital Component 8.2, or project the digital version.

### Universal Access

- Make index cards of decodable words with a variety of suffixes that have a preceding silent 'e' for students to sort.
- Prepare a list of words with different suffixes (*-ly*, *-ful*, *-ness*), using the Reader for examples for Emergent Bilingual Students. Word list could include the following words from the Reader: *sadness*, *actually*, *easily*, *slowly*, *friendly*, *mostly*, *regularly*, *absolutely*, *smelly*, *properly*, *carefully*, *harmful*, *helpful*, *useful*, *handful*, and *stressful*.
- Prepare visuals of various locations, such as the beach, the mountains, a bustling city, etc.
- Prepare sentence stems to provide to students:
  - I put the word \_\_\_\_ here because the suffix is \_\_\_\_.
  - Glitter and germs are similar because they \_\_\_\_.
  - I prefer \_\_\_\_ because \_\_\_\_.
- For additional support with VCe + suffix syllables, prepare visuals of curious images with interesting details.

## Lesson 9: Review Consonant Suffixes

## Foundational Skills

15M


**Primary Focus:** Students will collaborate, read, and spell words with suffixes.

 **TEKS 3.1.D; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

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

**REVIEW CONSONANT SUFFIXES (10 MIN.)**

- Remind students that in the previous lesson, they learned about adding a consonant suffix to a base word ending in a VCe syllable pattern. Explain that today students will practice this rule.
- Write the word *spine* on the board in cursive, modeling proper letter formation. Invite students to write the words in cursive in the air with their index finger.
- Create a three-column chart on the board. Label the columns *-ly*, *-ful*, and *-less*. Point out that each suffix begins with a consonant.
- Ask: Which of the three suffixes can be added to *spine* to make a new word? (*-less*)
- Ask students to chorally spell the word as you add *spineless* in the *-less* column and then read the new word: *spineless*
- Prompt students to turn and talk: How did adding the suffix *-less* change the meaning of the base word? (*The suffix -less means without, so spineless means without a spine.*)
- Focus students' attention on the word *spineless*. Prompt students to turn to a partner and identify the split digraph in the word *spineless*. Invite a student to the board to draw a horseshoe to connect the split digraph 'i' to 'e.'
- Prompt students to turn to a partner and explain, in their own words, the rule for adding a consonant suffix to a base word that ends in the VCe pattern. Confirm that we keep the 'e' and add the suffix to the end of the word.

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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.

**Support**

Provide students with several word cards containing words that end in the VCe pattern and have a consonant suffix. Have them read and sort the words by suffix.

**Challenge**

Provide students with images of various locations, such as the beach, the mountains, a bustling city, etc. Have students write a short story in response to the image, including as many VCe + suffix words as they can.





## Writing

### Beginning

Provide a word bank of words with different suffixes (-ly, -ful, -ness).

In pairs, have students sort the words into columns based on their suffixes. Ask students to discuss their choices.

Provide a sentence frame: I put the word \_\_\_\_ here because the suffix is \_\_\_\_.

### Intermediate

In small groups, provide students a base word and ask them to come up with different words by adding different suffixes.

For example, with the base word *help*, they can make *helpful*, *helpless*, *helpfulness*. Ask students how many words they were able to make with a base word. Challenge them to think if they can make one more.

### Advanced/Advanced High

In small groups, have students write a short story using a given set of base words. Have them incorporate words with suffixes (-ly, -ful, -ness) into their story.

**ELPS 5.E**

## Activity Page 9.1



- Direct students to Think-Pair-Share: Why is it important in words with a split digraph to keep the 'e' before adding the suffix that begins with a consonant? (*Dropping the 'e' would make the other vowel short. Keeping the 'e' keeps the vowel in the split digraph long.*)
- Demonstrate the importance of keeping the silent 'e' at the end of *spine* by writing *spineless* on the board for students to pronounce, then erase the word.
- Write the following words on the board: *rude, wise, late, taste*.
- Direct students to work with a partner and follow the same process using their whiteboards with these words.
- Tell students that some words will be able to be listed in more than one column (*e.g., taste can become tasteful and tasteless*).
- Tell students to take turns sharing the meaning of each word as they add it to a column. As students work, if they are unsure about a word's meaning, have them look up the word in a dictionary and share it with their partner.
- Remind students to write neatly in cursive.
- Circulate and monitor, providing corrective feedback on letter formation.

## PRACTICE WITH ENCODE AND APPLY (5 MIN.)

- Display and have students open to Activity Page 9.1.
- Explain that they will listen as you say each word once and then listen again and write the word. Direct students to write each word in cursive.
- Recite the following words: *graceful, solely, securely, timeless, strangely*.
- Direct students to draw a horseshoe to connect the split digraphs and underline the suffix for words numbered 1–5 independently.
- Focus students on the next section. Ask students to use the words that were dictated to them and use each in an original sentence. Remind students to write neatly in cursive.
- As students work, if they come across a word that they do not know the meaning of, have them use a dictionary to identify the meaning of the word.
- Circulate and monitor as students write in cursive on Activity Page 9.1, providing immediate and corrective feedback such as, "Ensure that your letters are properly spaced and don't run into each other."



## Activity Page 9.1: Spell with Consonant Suffixes

Collect Activity Page 9.1 and assess students' ability to correctly read, spell, and determine meaning of words with base words that end in the VCe pattern and consonant suffixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 9: Review Consonant Suffixes

# Reading



**Primary Focus:** Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**



Students will read words with suffixes. **TEKS 3.2.A.vi**



Students will read and pronounce Tricky Word *tissues* and the high-frequency word *while*. **TEKS 3.2.A.vii**



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



### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today, students will finish reading Chapter 3 of *Healthy Humans: How to Keep Your Body Strong*, "Personal Hygiene," starting on page 39.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words in isolation with a partner first and go over the correct pronunciation of each word.

**droplets, n.,** small drips or globs of liquid

Example: On a rainy, spring day, water droplets bounced off the roof.

**cave, n.,** an enclosed space or hole that usually only has one opening and tends to be dark inside

Example: The bear slept inside the cave all winter to keep warm.

### Reader



Pages 39–43

**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.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge 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** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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

Vocabulary Chart for “Healthy Hands” and “Great Times to Wash Your Hands”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	droplets	cave	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Explain that students will examine another high-frequency word. Display this lesson’s high-frequency word: *while*.
- Ask students to identify the VCe syllable pattern in *while*, as they have throughout this unit. Point out the VCe syllable pattern by drawing a horseshoe around the ‘i’ and ‘e’ and pointing to the consonant ‘l’ as the consonant within this pattern.
- Circle the ‘wh.’ Remind students that they may have learned that ‘w’ and ‘h’ work together to form the consonant digraph *wh*, which has two letters but makes one sound: /wh/.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /w/ /ie/ /l/. For additional support, display the Spelling Cards for each sound.
- Clarify the meaning of *while* as needed. Note that *while* indicates two things happening at one time or contrasting each other.
- Display the Tricky Word, read the word, and use it aloud in a sentence:
  - *tissues*

- Point out which parts of the word are not regular and will either be taught later or simply must be remembered:
  - *tissues* (Explain that the letters 'ss' are pronounced /sh/.)
- Explain that students are going to read the final two sections of "Personal Hygiene," starting at "Our hands are . . ." and ending at ". . . others might touch."
- Tell students that they are going to encounter different types of punctuation in this section. Reflect on your previous knowledge of punctuation, and share orally with a partner using the sentence frame:
  - When reading text, the \_\_\_\_\_ helps the reader to \_\_\_\_\_.
- Briefly explain that punctuation directs the reader when to pause, read with excitement, or raise their voice at the end of the sentence.
- Tell students to pay attention to the punctuation marks they see as they read so that you can discuss them after the reading.
- Move students into small groups. Explain that groups will choral read individual paragraphs from the Reader aloud to the class when directed. Remind groups that they should focus on appropriate pacing and using expression as they read.
- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words and phrases. 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.** How does thinking about glitter help you visualize germs on your hands? (*tiny pieces of germs, like glitter, would spread to face and food*)
  2. **Literal.** What is the most likely reason the author organizes the information using bullet points on p. 40? (*to emphasize the best time to wash our hands*)
  3. **Literal.** What are the times the author gives for washing hands? (*before eating, after using the bathroom, after playing outside, after touching pets, after coughing and sneezing*)
  4. **Literal.** According to the text, how can you be sure your hands are clean? (*On page 42, it states that if you sing Happy Birthday twice while scrubbing and dry your hands fully, you will know your hands are clean.*)
  5. **Literal.** What is the most likely reason the author describes our noses as a warm cave for germs? (*germs like to hang out there*)



## Reading

### Reading/Viewing Closely

#### Beginning

Project or display Digital Component 8.2, which is a visual of glitter. Ask students yes/no questions: Have you ever seen glitter? Is it very sticky? (i.e., Yes! It sticks to everything!). Make a comparison of how glitter and germs are similar in how they stick to everything. Provide a sentence stem: Glitter and germs are similar because they \_\_\_\_\_. You may provide words to help students answer: stick, are like glue, attach.

#### Intermediate

In pairs, have students describe the most effective way to wash hands (i.e., use soap and water, sing the happy birthday song twice, use a clean cloth to dry, etc.). Have them draw pictures and write captions to explain. Have students listen to each other's methods and discuss commonalities and differences among the selected steps. Ask for their preferences. Provide a sentence frame: I prefer \_\_\_\_\_ because \_\_\_\_\_.

#### Advanced/Advanced High

In pairs, have students retell today's reading by providing 3–4 key details. Have students take notes in a graphic organizer. Encourage them to provide evidence from the Reader.

**ELPS 2.G; ELPS 4.I**

### Challenge

Ask students to write their own text or narrative story using a variety of different sentences and punctuation marks. Then, have the student read the story aloud to model the different ways each sentence should be emphasized.

### Activity Page 9.2



- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - Thinking about glitter helps me visualize germs by . . .
  - The author uses bullet points on pg. 40 to . . .
  - The author say to wash our hands before . . . and after . . .
  - I know my hands are clean because . . .
- The most likely reason the author compares glitter to germs is . . . Direct students to find the following sentences in their Reader. For each sentence, ask students to identify the punctuation and explain what the punctuation tells the reader to consider for their intonation.
  - Clean hands mean clean food! (*exclamation point; read with excitement*)
  - Hopefully, by doing this, germs won't spread. (*commas; pause*)
  - The glitter would spread, right? (*question mark; raise voice at the end of the sentence*)
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

### WRAP UP (5 MIN.)

- Direct students to Activity Page 9.2.
- Read the directions aloud and release students to complete independently.
- Circulate and monitor as students write in cursive on Activity Page 9.2, providing immediate and corrective feedback such as, "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."



### Activity Page 9.2: Reader Response

Collect Activity Page 9.2 to check students' ability to correctly add suffixes to words with final VCe syllables as well as to check comprehension.

End Lesson

## Lesson 9: Differentiated Instruction

# Additional Support

### MORE HELP WITH VCE SYLLABLES

- Have students practice decoding with a partner or pose questions to prompt students to read the correct sentence by providing a clue, such as, “Read the sentence or phrase that describes a pet,” or “Read the sentence or phrase that tells you how to do something.”

#### Decodable Phrases and Sentences

The kitten’s cuteness

A peaceful lake

The dusty basement

We’ve had good weather lately.

Cross the street carefully.

The broken compass was useless.

We rarely eat fast food.

His excitement for his birthday party was clear.

- Provide students with curious images with interesting details. Have students write a short story in response to the images, including as many VCe + suffix words as they can.

## 10

## INTRODUCE

## Vowel Suffixes

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will follow, restate, and give oral instructions that involve reading and spelling words with suffixes that change the base word by dropping final 'e'. **TEKS 3.1.B**

Students will collaborate to read and spell words with suffixes that change the base word by dropping final 'e'.

**TEKS 3.1.D; 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

Students will identify the meaning of and use words with vowel suffixes.

**TEKS 3.3.C**

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

**TEKS 3.3.A**

## Reading

Students will read Chapter 4 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will identify the meaning of and use words with vowel suffixes.

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

## FORMATIVE ASSESSMENT

## Activity Page 10.2

## Encode and Apply

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D; TEKS 3.3.C**

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Vowel Suffixes	Whole Group	10 min.	<ul style="list-style-type: none"> <li>□ sticky notes</li> <li>□ whiteboards and dry erase markers</li> <li>□ whiteboard erasers</li> </ul>
Play Mix and Mingle	Whole Group	5 min.	<ul style="list-style-type: none"> <li>□ Mix and Mingle Game Cards (TR 10.1)</li> <li>□ Activity Page 10.1</li> <li>□ dictionaries</li> </ul>
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Independent	10 min.	<ul style="list-style-type: none"> <li>□ <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 44–47)</li> <li>□ Anecdotal Reading Record</li> </ul>
Wrap Up	Independent	5 min.	<ul style="list-style-type: none"> <li>□ Grade 3 Foundational Skills Record</li> <li>□ Activity Page 10.2</li> </ul>



## ADVANCE PREPARATION

### Foundational Skills

- Write each of the following suffixes on individual sticky notes: *-y*, *-ed*, *-ing*, and *-ion*.
- Copy and cut out one set of cards for the Mix and Mingle game.
- Determine collaborative groupings for the Mix and Mingle game.

### Reading

- Preview the section of the Reader that will be read during this lesson to be familiar with the text students are reading aloud when listening to make notes on Anecdotal Reading Records. Consider using sticky notes to mark this section to easily find vocabulary terms: *acid*, *organs*, *plaque* and *tartar*. Display vocabulary on the board for students to decode.

### Universal Access

- Create index cards and sticky notes for students who may wish to use those instead of a whiteboard.
- Gather index cards for students who may choose to create picture flashcards with the words from Mix and Mingle.
- Create Mix and Mingle cards using the more complex Challenge words if desired.
- Prepare word cards, including base words and suffixes from the lesson.
- Prepare sentence stems to provide to students:
  - I took [base word] and the suffix [ add suffix] to make [new word].
  - All of these words have \_\_\_\_ pattern.
- Prepare to provide a list of words with suffixes that require dropping the final 'e'.

## Lesson 10: Introduce Vowel Suffixes

## Foundational Skills

15M

**Primary Focus:** Students will collaborate with others by reading and spelling words with suffixes that change the base word by dropping final 'e'. **TEKS 3.1.D**

Students will follow, restate, and give oral instructions that involve reading and spelling words with suffixes that change the base word by dropping final 'e'. **TEKS 3.1.B**

Students will collaborate to read and spell words with suffixes that change the base word by dropping final 'e'.

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

Students will identify the meaning of and use words with vowel suffixes.

**TEKS 3.3.C**

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

**TEKS 3.3.A**

## INTRODUCE VOWEL SUFFIXES (10 MIN.)

- Tell students in the last lesson, we learned about suffixes. Ask students to turn to a partner, and discuss the rule for adding a consonant suffix to a base word that ends in the VCe pattern. (*We keep the 'e' and add the suffix to the end of the word.*)
- Distribute a small whiteboard, whiteboard marker, and whiteboard eraser to each student.
- Ask: What is a consonant suffix? (*A suffix that begins with a consonant like -ful.*)
- Ask: What do you think a vowel suffix might be? (*A suffix that begins with a vowel like -able.*)
- Remind students that they have been practicing adding a consonant suffix to words that contain the VCe pattern.

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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

## Support

If the physical act of writing or the use of a whiteboard is challenging for students, provide them with index cards with the words already written on them and their own sticky notes with the suffixes.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide word cards, including base words and suffixes. In small groups, have students make words by choosing a base word card and a suffix card and putting them together to make a new word. Students can share their work with the sentence stem: I took [base word] and the suffix [add suffix] to make [new word].

#### Intermediate

In small groups, provide letter tiles and have groups create word pyramids. Start with one letter and have students take turns adding letters until a word is formed. Each word must include a suffix. Have students discuss the pattern for each word pyramid. Provide a sentence frame: All of these words have \_\_\_ pattern.

#### Advanced/Advanced High

Provide a list of words with suffixes that require dropping the final 'e'. In pairs, have students take turns spelling the words aloud. Have students discuss the language patterns they notice. Ask students: What is the pattern? What suffixes require you to drop the final 'e'?

#### ELPS 1.H

- Prompt students to turn and talk: What does the silent 'e' after the consonant do to the vowel it is split from? (*It creates the long vowel sound.*)
- Ask students to recall the long vowel sounds they focused on in this unit through their work with split digraphs. They should name the sounds /ae/, /ie/, /oe/, and /ue/. Invite students to provide examples of words that use each of the sounds (i.e. *cave, hide, hope, and huge.*) As needed, refer students to the Individual Code Chart and Spelling Cards for review.
- Explain that when adding a vowel suffix, we drop the silent 'e' and add the vowel suffix to the end.
- Explain that when adding a vowel suffix, we drop the silent 'e' and add the vowel suffix to the end.
- List the following words on the board: *accelerate, synthesize, sunshine, diffuse.*
- Gather the prepared sticky notes with suffixes *-y, -ed, -ing, and -ion* on the board.
- Ask: What effect does a suffix have when added to a base word? (*Suffixes can change the part of speech and the meaning of a word.*)
- Use *accelerate* in a sentence: When I pedal faster, my bike will accelerate down the hill.
- Prompt students to turn and talk: What part of speech is *accelerate*? (*verb*)
- Demonstrate adding *-ion* to the end of *accelerate* to form *acceleration*.
- Use *acceleration* in a sentence: The acceleration of the roller coaster as it went down the hill was exciting.
- Prompt students to turn and talk: What part of speech is *acceleration*? (*noun*)
- Clarify that the vowel suffix *-ion* indicates an action, process, or state of being, like *education* or *donation*.
- Display the prepared sticky notes with suffixes *-y, -ed, -ing, and -ion*.
- Display the following answer options:
  - makes an adjective that describes a characteristic
  - indicates that an action happened in the past
  - indicates an ongoing action or state of being

- Prompt students to match each option with one of the vowel suffixes to indicate how it changes the meaning of a base word.
- Confirm the following responses:
  - *y* makes an adjective that describes a characteristic like *shiny* or *wavy*.
  - *-ed* indicates that an action happened in the past like *biked* or *baked*.
  - *-ing* indicates an ongoing action or state of being like *making* or *writing*.
- Instruct students to write the first base word on their whiteboards.
- For each base word, ask which suffixes could be added to form a real word.
- Add the corresponding sticky note to the end of the base word, covering up the silent 'e'. Instruct students to erase the silent 'e' and write the suffix at the end of the base word on their whiteboard.
- Continue this process until students have practiced forming the following words: *accelerating, accelerated, synthesizing, synthesized, sunshiny, diffusion, diffusing, diffused*.

### PLAY MIX AND MINGLE (5 MIN.)

- Have students open to Activity Page 10.1.
- Explain that students will work together and play a game called Mix and Mingle to create as many words as they can that have suffixes where the base word changes because the silent 'e' drops.
- Give each student Mix and Mingle Game Cards (TR 10.1).
- Explain the instructions for Mix and Mingle:
  - Students will have several minutes to mix and mingle with each other to create words with vowel suffixes using their cards.
  - Provide students with sentence stems to support their work together if needed:
    - I have the base word \_\_\_\_\_. Which suffix can we add to it?
    - When I drop the 'e' and add \_\_\_\_\_, the word is \_\_\_\_\_.
    - With this suffix, the meaning changes to \_\_\_\_\_.
  - Once two students have combined their cards to create a real word, they each individually write the word down on Activity Page 10.1.

### Activity Page 10.1



## Challenge

Add more complex words that follow the pattern, such as *revise*, *excuse*, *complete*, *combine*, *excite*, *explode*, and *provoke*.

- For their word to count, it must be spelled correctly and written in cursive.
- Repeat the process to create a new word with multiple students.
- Begin the timer and release students to play the game.
- Provide students with print or digital dictionaries. Instruct them to look up the part of speech and definition of any two of the words they created in the game and add them to Activity Page 10.1.



## Check for Understanding

Observe students as they play Mix and Mingle. Watch for their ability to readily identify and sound out multisyllabic words that have suffixes where the base word changes. Collect Activity Page 10.1 to assess students' ability to accurately spell words with vowel suffixes and determine their meaning using a resource.

## Lesson 10: Introduce Vowel Suffixes

# Reading

15M

**Primary Focus:** Students will read Chapter 4 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**



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



Students will identify the meaning of and use words with vowel suffixes.



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

## READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today students will begin reading Chapter 4 of *Healthy Humans: How to Keep Your Body Strong*, "Dental Hygiene," starting on page 44.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words with a partner in isolation first and go over the correct pronunciation of each word.

**acid, n.,** a bitter and sharp chemical that can often burn holes in or damage



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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 3.2.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.

## Reader



Pages 44–47

things it touches.

Example: The acid in the cleaning spray burned a hole in her shirt.

**organs**

**1. n.,** parts of the body that have a certain purpose, like lungs for breathing

Example: The organs in his body worked together to keep him healthy.

**2. n.,** musical instruments with keyboards, similar to a piano

Example: The musician played the organ as the wedding began.

**plaque, n.,** a soft, sticky film on teeth that contains bacteria

Example: Not brushing our teeth regularly make them more prone to plaque.

**tartar, n.,** hard dental plaque that forms on teeth

Example: When the dental assistant cleaned my teeth, she knew I had been brushing well because I did not have very much tartar built up.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. The multiple meanings of the word *organs* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for “Mouth Matters”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	acid plaque tartar		
Multiple-Meaning Core Vocabulary Words		organs	
Sayings and Phrases			



## Reading

### Reading/Viewing Closely

#### Beginning

Ask simple questions. Provide a word bank if necessary. Do you brush your teeth? How many times a day? What color is your toothbrush? Why is brushing teeth important? Why is plaque bad? Provide pictures of a student brushing their teeth, plaque on teeth, etc.

#### Intermediate

In small groups, have students define the words *tartar* and *plaque*. Have them use the Reader to find context clues to write their definitions. Encourage them to look in a dictionary and compare their definitions with those from the dictionary. Have them refine and update their definitions.

#### Advanced/Advanced High

In small groups, have students write definitions for *tartar*, *gums*, *plaque*, *dental hygiene*, *germs* based on information from the Reader. Then, have them write an original sentence for each vocabulary term. Have the groups discuss their definitions. They can listen to each other's ideas and compare and contrast their use of language in their definitions. Ask if they would change their own definitions, after hearing others.

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

- Focus students on the first section of “Dental Hygiene” from page 44 to page 47.
- Move students to designated places in the room where they can read independently and comfortably. Release them to read up through page 47.
- Circulate and monitor, asking students to read aloud to you when prompted. Offer corrective feedback on pronunciation and fluency as appropriate.
- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Literal.** What words on page 44 help you understand what plaque means? (*sticky, makes acid, creates tiny holes*)
  2. **Literal.** How are plaque and tartar related? (*If we do not get plaque off of our teeth, it turns to hard tartar.*)
  3. **Inferential.** What key idea is supported by the details in the first paragraph on page 47? (*We can use a toothbrush and floss to keep our teeth clean.*)
  4. **Evaluative.** Predict the outcome of someone not brushing their teeth regularly. (*They would develop plaque which turns into tartar which eats away at your teeth and affects your overall health. They would likely have health issues inside and outside their mouth.*)
- Ensure that students draw evidence from the text by restating the question in their responses using the following sentence stems:
  - The words that helped me understand what plaque means are . . .
  - Plaque and tartar are related by . . .
  - The key idea of the first paragraph is . . .
  - I predict that if someone doesn't brush their teeth, their teeth will . . .
- As you circulate and listen to students read, make notes regarding their individual reading ability on the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

### WRAP UP (5 MIN.)

- Have students open to Activity Page 10.2. Read aloud the directions.
- Direct students to complete responses in cursive, leaving spaces between words.

- Circulate and monitor as students write in cursive on Activity Page 10.2, providing immediate and corrective feedback such as, “Focus on connecting your letters smoothly. Work on making the transition from ‘h’ to ‘e’ more fluid.” Also offer corrective feedback for students who may need additional support with adding vowel suffixes to words that end in a silent ‘e’. Remind these students that they must remove the silent ‘e’ when adding these vowel suffixes.



### Activity Page 10.2: Encode and Apply

Collect Activity Page 10.2 and check students’ ability to read and spell multisyllabic words with suffixes that change the base word by dropping final ‘e’. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

End Lesson

### Activity Page 10.2



## Lesson 10: Differentiated Instruction

# Additional Support

### MORE HELP WITH VOWEL SUFFIXES

- Help students to recognize whether or not a base word makes sense with a specific suffix by putting the word in context: “We know that the suffix –y makes an adjective that describes. Can I describe a clock as timy?” Employ humor in helping students to think carefully about the new words that are created.
- Have students assist you in creating an anchor chart for the suffixes discussed today. Include the meaning of each suffix and examples for each. Provide smaller versions for students to keep with them in their work area.

### MORE HELP WITH SPELLING RULES

- Provide alternatives to the Mix and Mingle game, such as allowing students to work independently or in pairs at their desks to create picture flashcards captioned with suffix words that drop the ‘e’.



## 11

## REVIEW

## Vowel Suffixes

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will collaborate with others by reading and spelling words with suffixes that change the base word by dropping final 'e'. **TEKS 3.1.D**

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

## Reading

Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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

Students will use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B; TEKS 3.3.C**

## FORMATIVE ASSESSMENT

## Activity Page 11.1

## Identify Vowel Suffixes

**TEKS 3.1.D; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

## Activity Page 11.2

## Extra Innings Baseball

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

## Activity Page 11.3

## Reader Response

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

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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 and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, and -ful

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Practice with Vowel Suffixes	Independent	5 min.	<input type="checkbox"/> Activity Page 11.1
Play Extra Innings Baseball	Whole Group	10 min	<input type="checkbox"/> Extra Innings Baseball Game Board (TR 11.1) <input type="checkbox"/> Extra Innings Baseball Word Cards (TR 11.2) <input type="checkbox"/> Extra Innings Baseball Game Board (Digital Components) <input type="checkbox"/> Activity Page 11.2 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Individual	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 48–50) <input type="checkbox"/> whisper phones <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Individual	5 min.	<input type="checkbox"/> Activity Page 11.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare word cards for Extra Innings Baseball. Consider laminating these for future use.

### ➤ Digital Component 11.1

- Create an enlarged version of Extra Innings Baseball Game Board, or prepare to display the digital version.
- Provide students with access to physical or digital dictionaries.

### Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading. Consider using sticky notes to mark words with suffixes and any additional words that may be challenging to your students. Also, consider using sticky notes to easily find vocabulary terms: *flossing* and *fluoride*. Display vocabulary on the board for students to decode.

### Universal Access

- Prepare additional three- and four-syllable word cards for Extra Innings Baseball to provide an additional challenge for students. Suggested words include *unshaven*, *debatable*, *excitable*, and *desirable*.
- Gather letter tiles, magnetic letters, or other supplies to support students in breaking down target words from the Reader.
- Pre-record the excerpt from the Reader for students to use when reading independently.
- Create a set of cards of VCe words with suffixes from the lesson/Reader for Emergent Bilingual Students. Words could include: *lace*, *space*, *produce*, *those*, *use*, *advise*, *exercise*, *because*, *nose*, *otherwise*.
- Prepare a word search puzzle of VCe words with suffixes for Emergent Bilingual Students.
- Prepare a simple visual diagram of the toothbrushing steps for Emergent Bilingual Students.
- Prepare sentence stems to provide to students
  - The word \_\_\_ demonstrates the VCe pattern.
  - The word \_\_\_ does not demonstrate the VCe pattern.
  - My definition is \_\_\_ because \_\_\_.

## Lesson 11: Review Vowel Suffixes

## Foundational Skills

15M

**Primary Focus:** Students will collaborate with others by reading and spelling words with suffixes that change the base word by dropping the final 'e'.


 **TEKS 3.1.D; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

**PRACTICE WITH VOWEL SUFFIXES (5 MIN.)**

- Ask students to open to Activity Page 11.1.
- Point out the words *closest*, *later*, *making*, *moved*. These words are in the reader and have VCe syllables and vowel suffixes.
- Direct students to complete the table by identifying the suffix and correctly spelling the base word.
- Below the table, instruct students to write a new sentence of their own using one of the words from the text (base word + suffix). Remind them to write neatly in cursive, leaving space between words.
- Circulate and monitor as students write in cursive on Activity Page 11.1, providing immediate and corrective feedback such as, "Remember to keep your letters consistently sized. Try making your 'b' a bit taller to match the height of your other letters."

**PLAY EXTRA INNINGS BASEBALL (10 MIN.)**

- Tell students that today they will review all the vowel suffixes they have been learning in this unit by playing Extra Innings Baseball. Remind students that in the previous lesson, they learned about adding a vowel suffix to a base word ending in a VCe syllable and how this changed the meaning of the words.
- Ask: How do we add a vowel suffix to a base word ending in a VCe syllable? (*Drop the 'e' and add the suffix to the end of the word*)

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

**Activity Page 11.1****Support**

Some students may still benefit from physically manipulating the base words and suffixes. Provide them with letter tiles, magnetic letters, or index cards and sticky notes to support Activity Page 11.1.

**Foundational Skills****Foundational Skills****Beginning**

Provide students with a set of cards of VCe words with suffixes. Have students sort the words into two groups: words with the final 'e' dropped and words with no changes. Provide a sentence stem for students to explain their sorting: The word \_\_\_\_ demonstrates the VCe pattern. The word \_\_\_\_ does not demonstrate the VCe pattern.

**Intermediate**

Have students complete a wordsearch puzzle of VCe words with suffixes. Then have them write the base words next to list of puzzle words. Ask students to discuss in pairs how they knew what the base word was.

**Advanced/Advanced High**

Have students write sentences with words that follow the pattern of dropping the final 'e'. Have students exchange with a partner, read the sentences, and highlight the words. Then have students respond to the question: Can you explain why the final 'e' was dropped in each highlighted word? Discuss how it impacts the pronunciation and meaning of the word?

**ELPS 4.C**

- Ask: What happens when a suffix is added to a base word? (*The new word has more syllables and has a different meaning.*)
- Remind students that for base words that have a split digraph (following the VCe syllable pattern), dropping the silent 'e' before adding the vowel suffix allows for the long vowel sound in the word to stay long.
- Divide the class into two teams. Have one team at a time come to the front of the room in front of the baseball diamond and line up.
- To play, teams take turns "at bat":
  - Pick a card from the pile Extra Innings Baseball Word Cards and ask the first person on the team to read it and use it in a sentence.
  - If the word is read correctly and used correctly in a sentence, 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 a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark one run for this team.
  - Play continues by the members of this team until a run is scored or when a word is misread or used incorrectly in a sentence. When a word is misread or the sentence does not include the correct meaning of the word, 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.
- After each player has had a turn "at bat," play extra innings:
  - Have students open to Activity Page 11.2.
  - Call one player from Team A to pick a card from the pile and read it aloud.
  - Players on both teams will listen to the word, then write the word, and underline the suffix. Direct students to complete responses in cursive.
  - Repeat with a player from Team B.
  - Repeat extra innings, alternating players from both teams, until all the cards have been picked.

- Circulate and monitor as students write in cursive on Activity Page 11.2, providing immediate and corrective feedback such as, “Check that your loops and tails are formed smoothly and connect to the next letter.”
- Have teams spend time working together to define words from the game and write the meaning on Activity Page 11.2.
- Use the prompt to support students’ discussion: The suffix \_\_\_\_\_, helps me to know that the word \_\_\_\_\_ means...
- Encourage the use of reference sources, such as dictionaries, to confirm their thinking.

## Challenge

Provide students with word cards that contain multisyllabic words such as wholly, advising, compensated, relatable, and associated.

## Activity Page 11.2



### Activity Page 11.2: Extra Innings Baseball

Observe students while playing Extra Innings Baseball and collect Activity Pages 11.1 and 11.2 to assess students’ ability to read and spell words with suffixes that change the base word by dropping final ‘e’. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.



## Lesson 11: Review Vowel Suffixes

# Reading

**Primary Focus:** Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**



Students will read and spell words with suffixes that change the base word by dropping final ‘e’. **TEKS 3.2.B.vii; TEKS 3.2.A.vi**



Students will use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B; TEKS 3.3.C**



**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.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 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Reader



Pages 48–50

### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today students will finish reading Chapter 4 of *Healthy Humans: How to Keep Your Body Strong*, “Dental Hygiene,” starting on page 48.
- Ask: What did you read about in the first part of Chapter 4? (*I read about how bacteria love to eat food that gets left behind on teeth. This can lead to plaque and bad breath. Flossing and brushing can keep my mouth healthy and helps keep my other organs healthy too.*)
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words with a partner in isolation first and go over the correct pronunciation of each word.

**flossing, v.**, using thin pieces of string between your teeth to clean out food, plaque, and tartar

Example: The dentist told her to make sure she was flossing twice a day.

**fluoride, n.**, a chemical added to water and toothpaste that helps keep teeth healthy and prevents cavities

Example: The dentist treated my brother’s teeth with fluoride.

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

#### Vocabulary Chart for “Tip Top Teeth”

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

- Guide the class in reading the first section of “Tip Top Teeth,” pages 48–50.
- 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 their 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. **Literal.** Using the information on page 48, describe the difference between brushing your teeth in the morning versus brushing them at night. (*Brushing in the morning cleans bacteria that grew overnight and brushing before bed removes food you ate during the day.*)
  2. **Inferential.** What will most likely happen if you only brush some of your teeth? (*Bacteria and plaque can build up on the back teeth.*)
  3. **Evaluative.** What detail from the text supports the idea that brushing and flossing help keep our teeth healthy? (*Brushing helps remove bacteria, which can cause plaque; flossing helps get the small pieces that can get stuck between the teeth; the whole body is healthier when we brush our teeth.*)
- Ensure that students speak coherently and draw evidence from the text by restating the question in their responses using the following sentence stems:
  - The difference between brushing your teeth in the morning than at night is . . .
  - If you only brush some of your teeth, they will . . .
  - . . . supports the idea that brushing and flossing keep our teeth healthy.
- As you listen to students read, make notes regarding their ability to decode multisyllabic words in context in the Anecdotal Reading Record. Provide corrective feedback as students read such as “If you’re having difficulty dividing words into syllables, say the word aloud and clap the syllables.”
- As needed, use the Grade 3 Fluency Record to track students’ ability to read with appropriate rate, prosody, and accuracy.

### WRAP UP (5 MIN.)

- Have students open to Activity Page 11.3.
- Direct students to read the question and use the text to support their answer.
- Remind students to write neatly in cursive, leaving space between words.



**EMERGENT  
BILINGUAL  
STUDENTS**

### Reading

#### Reading/Viewing Closely

##### Beginning

Act out how to brush teeth (i.e., put toothpaste on a toothbrush, use a circular motion, brush front and back teeth). Say what you are doing as you do it. Have students listen and then follow you and say it aloud as they do the motions. Provide a simple visual diagram of the toothbrushing steps. Ask students to label the different parts in English.

##### Intermediate

In pairs, have students define *flossing* and *mouthwash* by writing a definition for each. Have pairs discuss what they wrote. Encourage them to use full sentences. Provide a sentence frame: My definition is \_\_\_ because \_\_\_.

##### Advanced/ Advanced High

In small groups, have students define *bacteria*, *fluoride treatment*, *adrenaline*. Have students write an original sentence for each vocabulary term. After writing, have groups compare and contrast their definitions. How are the definitions similar or different?

**ELPS 2.A; ELPS 4.F**



- Circulate and monitor as students complete Activity Page 11.3. You may wish to have students underline or highlight details in the Reader that support the activity page prompt before students begin writing their responses.



### Activity Page 11.3: Reader Response

Collect Activity Page 11.3 and check students ability to comprehend the text.

End Lesson

## Lesson 11: Differentiated Instruction

# Additional Support

### MORE HELP WITH VOWEL SUFFIXES

- For Extra Innings Baseball, use words geared toward the mix of proficiency levels in your class. Decrease difficulty by providing cards with images or allowing the use of a dictionary. Alternatively, group the word cards by their suffix and play with only one suffix at a time.
- Some students may benefit from pre-rehearsing their word and sentence for Extra Innings Baseball, increasing confidence when it is their turn.

### MORE HELP WITH INDEPENDENT READING

- Provide additional options for reading in the Reader. Allow students to continue to partner read if the support is needed. Alternatively, you may provide students with a pre-recorded version of the Reader that they can practice reading aloud with independently.



## 12

## REVIEW

# Suffixes Following VCe Syllables

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell words with suffixes that change the base word by dropping final 'e'. **TEKS 3.1.D**

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

### Reading

Students will read Chapter 5 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read and spell words with suffixes that change the base word by dropping final 'e'. **TEKS 3.2.A.vi**

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

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

## FORMATIVE ASSESSMENT

### Activity Page 12.1

### Partner Dictation

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

### Activity Page 12.2

### Reader Response

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

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Practice with Sticky Note Suffixes	Whole Group	5 min.	<input type="checkbox"/> sticky notes <input type="checkbox"/> whiteboards and dry erase markers <input type="checkbox"/> whiteboard erasers
Practice with Partner Dictation	Small Group	10 min.	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Partner Dictation Word Cards <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Small Group	10 min.	<input type="checkbox"/> <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 52–55)
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 12.2
<b>Take-Home Material</b>			
Vowel and Consonant Suffixes			<input type="checkbox"/> Activity Page 12.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare for Sticky Note Suffixes by writing each of the following suffixes on individual sticky notes: *-ing*, *-ful*, *-ness*, *-er*, *-ed*, and *-ment*.
- Make one set of Partner Dictation Word Cards for each pair.

### Reading

- Retrieve the Anecdotal Reading Record from the Teacher Resources. Plan to listen to each student read at least once during the week and note student performance.
- Preview the section of the Reader that will be read during this lesson, noting the suffixes students will encounter, as well as to identify words that may be challenging for students. Model reading with fluency, accuracy, and prosody. Consider using sticky notes to mark this section.
- 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: *adrenaline*, *chemicals*, *endorphins* and *manageable*. Display vocabulary on the board for students to decode.

### Universal Access

- Engage students in multi-sensory activities to reinforce the lesson concepts. For example, provide magnetic letters or letter tiles for the student to manipulate and create words with the targeted pattern. Use tactile materials like sand trays or modeling clay to form words and practice reading them.
- Prepare sentences that have one word missing a suffix for Emergent Bilingual Students. Include a word bank of the missing suffixes.
- Prepare sentences that have one missing word for Emergent Bilingual Students. Include a word bank of base words.
- Prepare sentence frames to provide to students:
  - I think it says \_\_\_\_\_.
  - Let me try to read that word one more time.
- For additional practice with VCe words and suffixes, put students in pairs. Provide each pair with a Knock Out Game Board, a set of Knock Out Word Cards, and two dice.



## Lesson 12: Review Suffixes Following VCe Syllables

## Foundational Skills

15M

## Foundational Skills

## Writing

## Beginning

Provide sentences that have one word missing a suffix with a word bank. In pairs, have students fill in the missing suffix. For example, "I want to be a sing\_\_". Ask students to read their complete sentences aloud to their partners.

## Intermediate

Provide sentences with one word missing. Supply a word bank containing base words. In pairs, have students complete sentences with the missing words, challenging them to add the appropriate suffix. After completing the sentences, encourage a discussion between partners about the choices made, highlighting the impact of each suffix on the meaning of the base word. Provide a sentence frame: The suffix \_\_ made the word change from \_\_ to \_\_.

## Advanced/Advanced High

Prompt students to write sentences using VCe words with suffixes. Ask students to: "Write a sentence about a person who is helpful." or "Describe a situation when you felt excited."

## ELPS 5.C

**Primary Focus:** Students will collaborate, read, and spell words with suffixes that change the base word by dropping final 'e'. **TEKS 3.1.D**

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

## PRACTICE WITH STICKY NOTE SUFFIXES (5 MIN.)

- Review by asking students to define suffixes. Have students turn and talk to discuss what they already know about suffixes.
  - Use the sentence stem: *Suffixes are* \_\_\_\_\_. Some examples are \_\_\_\_\_.
- Clarify that 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, and they add a syllable to the base word.
- Write the following words on the board: *exercise, console, notice, fascinate*.
- Ask: What letter pattern do each of these words follow? (VCe)
- Horseshoe the split digraph in each word.
- Have students discuss each of the following prompts with an elbow partner:
  - What would happen to the silent 'e' in these base words if I add a consonant suffix?
  - What would happen to the silent 'e' in these base words if I add a vowel suffix?
  - Provide sentence stems to support student responses: If I add a consonant suffix, then \_\_\_\_\_. If I add a vowel suffix, then \_\_\_\_\_.
- Prompt students to turn and talk: How does adding a suffix change the meaning of a word? (*adding -ed means that an action happened in the past; adding -ing means an ongoing action or state of being; adding -ful means full of or notable of; adding -ness means a state or quality; adding -er means*

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

someone who performs an action; adding *-ment* means the action or result of)

## Support

Use manipulatives or tactile materials for students to form the words and practice reading them.

- Explain that when a consonant suffix is added to a word that ends in silent 'e', the 'e' remains. When a vowel suffix is added to a word that ends in silent 'e', the 'e' is dropped.
- Gather the prepared sticky notes with suffixes *-ing*, *-ful*, *-ness*, *-er*, *-ed*, and *-ment*.
- Distribute a small whiteboard, whiteboard marker, and whiteboard eraser to each student.
- Display each base word one at a time: *exercise*, *console*, *notice*, *fascinate*.
- Instruct students to write the base word on their whiteboards.
- For each base word, ask which of the suffixes on the sticky notes could be added to form a real word.
- If it is a consonant suffix, add the sticky note to the end of the base word after the silent 'e'. Instruct students to write each suffix at the end of the base word on their whiteboard.
- If it is a vowel suffix, add the sticky note to the end of the base word, covering up the silent 'e'. Instruct students to erase the silent 'e' and write each suffix at the end of the base word on their whiteboard.
- Continue this process until students have practiced forming the following words: *exercising*, *exercised*, *consoled*, *consoling*, *consoler*, *noticing*, *noticed*, *fascinating*, *fascinated*.
- If students are adding suffixes that result in words that are not real, provide corrective feedback. Invite them to brainstorm base words that do work with the remaining suffixes (*-ful*, *-ness*, *-ment*).

## PRACTICE WITH PARTNER DICTATION (10 MIN.)

### Activity Page 12.1



- Move students into collaborative pairs. Provide each pair with a set of Partner Dictation Word Cards (Suffixes and Base Words).
- Have students open to Activity Page 12.1.
- Explain that students will work in partners to create words with the suffixes *-ing*, *-able*, *-ed*, *-er*, *-ful*, *-ness*, *-ment*.
  - Pairs will lay out all the Suffix cards face up and make a pile of the Base Word cards facing down. Partner A chooses one Base Word card and

reads it aloud for Partner B.

- Partner B reviews the suffixes available to see which ones make a real word when added to the base word provided by Partner A.
- Partner B writes down all the words on Activity Page 12.1.
- Partners will alternate turns until all Base Word cards have been used.
- After students finish, instruct them to independently write a sentence using one or more of the words that they made.
- Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor students' ability to form words accurately with suffixes following a VCe syllable as they write in cursive on Activity Page 12.1, providing corrective feedback for proper letter formation.
- Invite students to share their sentence with their partner.



### Activity Page 12.1: Partner Dictation

Collect Activity Page 12.1 and assess students' ability to spell multisyllabic words ending in a VCe syllable with an added suffix. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 12: Review Suffixes Following VCe Syllables

# Reading



**Primary Focus:** Students will read Chapter 5 of *Healthy Humans: How to Keep Your Body Strong* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**



Students will read and spell words with suffixes that change the base word by dropping final 'e'. **TEKS 3.2.A.vi**



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



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



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.





## READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Explain that today, students will begin reading Chapter 5 of *Healthy Humans: How to Keep Your Body Strong*, “Mind-Body Connection,” starting on page 52.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Display the words and have students quickly decode each by working with a partner to isolate the vowel sounds, the suffix, etc.

**adrenaline, n.,** a substance produced in the body when you are excited, afraid, or angry

Example: When I finally gathered the courage to try the new roller coaster, I could feel the adrenaline flowing!

**chemicals, n.,** substances used in or made by a chemical process

Example: Our bodies are constantly creating and using different chemicals.

**endorphins, n.,** a chemical produced in the brain that reduces the feeling of pain

Example: When I fell off my bike, endorphins prevented me from feeling the pain of my skinned knee for a few seconds.

**manageable, adj.,** possible to deal with or control

Example: Even though it seemed long at first, they realized that the drive to the beach was manageable, and they could get there easily.

### stress

- 1. n.,** a feeling of worry or pressure caused by problems in your life or having too much to do

Example: The chorus felt stress before their performance because everyone was coming to watch and they wanted to do well.

- 2. n.,** a force or pressure upon something

Example: The old table finally cracked under the pressure of all of the bricks that had been stacked on it.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. The multiple meanings of the word *stress* will be explored in depth during the close reading of the story. Briefly explain them as you preview the vocabulary chart.

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

Vocabulary Chart for “Feel and Heal”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	adrenaline endorphins	manageable	
Multiple-Meaning Core Vocabulary Words		stress	
Sayings and Phrases			

- Guide the class in reading the first paragraph of “Mind-Body Connection” on page 52.
- Direct students to the commas located in that first paragraph.
- Ask: What do commas signal the reader to do? (*pause*)
- Choral read this sentence from the text with students: *Sometimes, we feel happy, excited, or chill.*
- Draw attention to the pause after ‘*Sometimes*’ and between the words in a series at the end of the sentence. Point out the word *excited*. Remind students that the suffix *-ed* was added to the base word *excite*. The silent ‘e’ was dropped to add the suffix, but the ‘i’ in the word should remain long to read *excited* rather than *exited*.
- 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 on pages 52–55. Remind them to pay attention to punctuation to support their fluency and apply what they know about VCe words with suffixes to read accurately.
- 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.

### Challenge

Engage students in a thoughtful discussion using the following questions: What would happen if there were no punctuation marks? How would that affect fluency?



## Readings

### Reading

#### Beginning

Preselect a portion of text from the Reader for students to read aloud. As students read, listen to how well they say target words. Offer support as needed.

#### 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 listening to confirm the correct order together.

#### Advanced/Advanced High

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

**ELPS 1.B; ELPS 2.G**

- Use strategic prompts to check for comprehension and for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:

1. **Literal.** What effect does adrenaline have on your body? (*makes your heart pump faster and harder and increases your blood pressure*).

2. **Inferential.** What is the most likely reason the author compares a body under stress to a video game? (*we are on high alert if we are focused on a game or if we face a problem we need to solve*)

3. **Literal.** How is the effect of endorphins different than that of adrenaline? (*endorphins are released when we exercise making us relaxed and in a good mood, while adrenaline makes your heart pump harder and faster making you feel stressed*)

4. **Inferential.** How does the suffix *-ful* help you understand what stressful means? (*stress is a response to address a challenge or problem, stressful is an adjective that means something is causing the response of stress*)

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - Adrenaline affects the body by \_\_\_\_\_.
  - The most likely reason the author compares our bodies' response to a problem to being surprised while playing a video game is \_\_\_\_\_.
  - Endorphins are different from adrenaline in that they \_\_\_\_\_.
  - The suffix *-ful* helps me understand what *stressful* means because . . .
- After reading the story, prompt students to reflect with a partner on their fluency and accuracy.
- Offer students the following discussion sentence stems:
  - I was able to read fluently by \_\_\_\_\_ (making corrections, pausing at punctuation, paying attention to phrasing).
  - I was able to decode unfamiliar words by \_\_\_\_\_.

## WRAP UP (5 MIN.)

- Direct students to Activity Page 12.2.
- Tell students they will first isolate the vowel sound and draw a horseshoe around the VCe to mark the split digraph in each word in the Word Bank. Then they will use at least one word from the Word Bank to answer the prompt about *Healthy Humans: How to Keep Your Body Strong*.
- Remind students to write neatly in cursive, leaving spaces between words.
- Release students to complete Activity Page 12.2
- Invite students to share their responses with a partner.



### Activity Page 12.2: Reader Response

As you listen to students read *Healthy Humans: How to Keep Your Body Strong* make notes regarding their individual reading ability in the Anecdotal Reading Record paying particular attention to students' ability to decode multisyllabic VCe words with suffixes. Also use Activity Page 12.2 to check students' ability to correctly add suffixes to multisyllabic VCe words as well as to check comprehension.

End Lesson

## Lesson 12: Review: Suffixes Following VCe Syllables

# Take-Home Material

- Have students take home Activity Page 12.3 to complete.

### Activity Page 12.2



### Activity Page 12.3



## Lesson 12: Differentiated Instruction

# Additional Support

### MORE HELP WITH VCE PATTERN

#### Play Knock Out

- Use the materials located in the Additional Support Materials section in the back of the Teacher Guide to play Knock Out with VCe words.
- Explain that students will play a game called Knock Out to practice more words that follow the VCe pattern and have suffixes.
- Move students into pairs. Provide each pair with a Knock Out Game Board, a set of Knock Out Word Cards, and two dice.
- Review the game instructions:
  - Set a timer for 5 minutes.
  - One player rolls the dice.
  - That player picks up a card from the word card pile, reads it aloud, identifies the letters that make the VCe pattern in the word, and writes the word in the box on the game board that matches the number rolled, underlining the VCe pattern.
  - The next player rolls the dice and repeats the process.
  - If a player rolls a number of a box that is already occupied with a word written by the other player, they get to knock their opponent out by erasing their word and replacing it with a new word from the next card in their pile.
  - If a player rolls a number of a box that is already occupied with one of their own words, they do not need to replace it.
  - Play continues until time is up. The player with the most boxes filled at the end of time, wins!
  - If students use up all the word cards before time is up, they should reshuffle the deck and begin again.

## MORE HELP WITH KNOCK OUT

- For students who need additional support, underline the suffixes and highlight the long vowel on the Knock Out cards. It may also benefit these students to preview the words before playing the game.
- For students who require additional challenge, add more complex words for the Knock Out game and the partner dictation activity: *absolutely, usefulness, instituted, contributing, compensating, illustrated, gratefulness, inhaling, restatement, completely, deleted, completeness, insider, excitement, advertisement, retirement, irreparable, baseless, scoreless, gracefully.*

## 13

## REVIEW

# Suffixes for Soft 'c' and 'g' Words

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will collaborate, read, and spell words with suffixes that change the base word by dropping final 'e.' **TEKS 3.1.D**

Students will read and spell words with suffixes for soft 'c' and 'g' words. **TEKS 3.2.A.vi; 3.2.B.vii**

## Reading

Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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

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

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

## FORMATIVE ASSESSMENT

## Activity Page 13.1

## Reader Response

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

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge 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** 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 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Play Suffix Match Puzzles	Whole Group	5 min.	❑ Suffix Match Puzzle Pieces (TR 13.1)
Review Suffixes	Small Group	10 min.	❑ Spelling Cards /s/ > 'c' (cent) and /j/ > 'g' (gem)
<b>Reading</b>			
Read <i>Healthy Humans: How to Keep Your Body Strong</i>	Small Group	10 min.	❑ <i>Healthy Humans: How to Keep Your Body Strong</i> (pp. 56–58) ❑ Anecdotal Reading Record
Wrap Up	Independent	5 min.	❑ Activity Page 13.1 ❑ Grade 3 Foundational Skills Record



## ADVANCE PREPARATION

### Note to Teacher

- This lesson serves as a review of skills previously taught. Be ready to adapt the instruction during the review segment of the Foundational Skills lesson according to students' performance in the Affix Match Puzzles.

### Foundational Skills

- Prepare to display Spelling Cards /s/ > 'c' (*cent*) and /j/ > 'g' (*gem*) for students to reference.
- Prepare Suffix Match Puzzle Pieces (TR 13.1).

### Reading

- Preview the section of the Reader that will be read during this lesson to identify any soft 'c' and 'g' words students will encounter in this section. Consider using sticky notes to mark this section to easily find vocabulary terms: *fascinating* and *motivate*. Display vocabulary on the board for students to decode.

### Universal Access

- Scaffold by introducing double syllable/shorter words, moving to multi-syllable words with additional practice to assist students who need additional support to determine when to drop or keep the 'e' in words with a soft 'c' and 'g.'
- For an additional challenge, teach students one more exception to the vowel suffix spelling rule: keep the 'e' at the end of the word if it ends in 'ee' or 'ye,' such as *agree* - *agreeing*; *decree* - *decreeing*; *eye* - *eyeing*; *foresee* - *foreseeing*; and *see* - *seeing*.
- Prepare a list of base word cards and suffix cards for Emergent Bilingual Students.
- Prepare sentence stems to provide to students:
  - The word \_\_\_ is spelled \_\_\_ without the suffix.
  - Some key events in the story are \_\_\_\_\_.
- Prepare visual aids, drawings, or a word bank to support Emergent Bilingual Students in retelling the key ideas from the text.

## Lesson 13: Review Suffixes for Soft 'c' and 'g' Words

## Foundational Skills

EMERGENT  
BILINGUAL  
STUDENTS

## Foundational Skills

## Foundational Literacy Skills

## Beginning

Provide a set of base word cards and suffix cards. In pairs, have students combine a base word card with a suffix card to create a new word, ensuring that the final 'e' remains intact. Have students write the word.

## Intermediate

In pairs, have students read from the Reader *Healthy Humans: How to Keep Your Body Strong*. Have them identify words that contain suffixes where the final 'e' remains intact. Have pairs discuss their choices. Provide a sentence frame: The word \_\_\_ is spelled \_\_\_ without the suffix.

## Advanced/Advanced High

Have students write sentences using words with suffixes. Encourage them to use a variety of words where the final 'e' remains intact. In pairs, have students write a few sentences that include as many words with suffixes as possible. Then they can take turns reading their sentences aloud and listening to others.

ELPS 1.E

**Primary Focus:** Students will collaborate, read, and spell words with suffixes that change the base word by dropping final 'e.' **TEKS 3.1.D**

Students will read and spell words with suffixes for soft 'c' and 'g' words.

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

## PLAY SUFFIX MATCH PUZZLES (5 MIN.)

- Tell students in the last lesson, we learned about suffixes. Give a thumbs up if suffixes change the meaning of the word when they are added. (*thumbs-up*)
- Give a thumbs up if they add a syllable to the base word. (*thumbs-up*)
- Distribute the Suffix Match Puzzle Pieces, ensuring each piece distributed has a match.
- Ask students to collaborate and move about the room and find the person who has a suffix that can be added to their base word to form a real word.
- Once all pairs have been created, ask each pair to read their words aloud.
- Encourage the class to discuss each word as it is read aloud, offering feedback on pronunciation. As time allows, invite students to share how the word might be used in a sentence.
- If students need help to find a partner, bring the whole group together and ask a student with a base word to step to the front. Ask the rest of the students to stand if they think they have a suffix that matches the base word. Alternatively, ask three students with different suffixes to step to the front; students with base words can then line up behind the suffix that matches their word.
- As time allows, redistribute the puzzle pieces and repeat the activity. For this round, time students to see how long it takes them, then redistribute the puzzle pieces and challenge them to beat their times.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

## REVIEW SUFFIXES (10 MIN.)

- Display the Spelling Card /s/ > 'c' (*cent*).
  - Remind students that when a word has a 'c' followed by an 'e', the 'c' is usually pronounced as /s/ (a soft sound), as in *face*.
  - Display the Spelling Card /j/ > 'g' (*gem*).
  - Remind students that when a 'g' is followed by an 'e', it often has a soft sound /j/, as in *page*.
  - Remind students that usually when adding a vowel suffix like *-able*, *-ing*, and *-ous* to a word ending in a silent 'e', the 'e' gets dropped. However, when the base word ends in the letters 'ce' or 'ge' and the suffix begins with the letters 'a' or 'o,' the final 'e' should stay.
  - Write the word *manage* on the board.
  - Ask students to read the first word aloud: *manage*.
  - Direct students to identify the soft 'g.'
  - Call a student to the board to add the suffix *-able*.
  - Point out that the base word ends in 'ge' and the vowel suffix starts with 'a,' so the 'e' remains.
  - Explain the suffix *-able* means can be done. When added to *manage*, the new word *manageable* means can be *managed*.
  - Repeat this process with the following words: *advantage* - *advantageous*; *change* - *changeable*; *courage* - *courageous*; *service* - *serviceable*; *notice* - *noticeable*.
- Note:** *-ous* means full of or having a lot of and *-ing* shows that something is happening right now.



### Observation

Observe students as they play Suffix Match Puzzles and offer support to students who are having difficulty. Invite students who demonstrate understanding to help other students find appropriate matches. Use observations to inform the Review Suffixes activity.

## Lesson 13: Review Suffixes for Soft 'c' and 'g' Words

# Reading

15M

**Primary Focus:** Students will speak coherently about the Reader *Healthy Humans: How to Keep Your Body Strong* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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

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

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

### READ HEALTHY HUMANS: HOW TO KEEP YOUR BODY STRONG (10 MIN.)

- Tell students in the last lesson, we studied words with suffixes like *-able*, *-ing*, and *-ous*. Turn to a partner, and discuss what happens to the e when these suffixes are added to a word ending in a silent 'e'.
- Explain that today students will finish reading Chapter 5 of *Healthy Humans: How to Keep Your Body Strong*, "Mind-Body Connection," starting on page 56.
- Have students Think-Pair-Share: What information have we learned from reading the first section of Chapter 5? Encourage students to use the sentence frame: This section taught me \_\_\_\_\_.
- Invite students to recall key ideas and details in the first section of Chapter 5.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students decode the words with a partner in isolation first and go over the correct pronunciation of each word.

**fascinating, adj.,** extremely interesting

Example: I love maps, so the book showing detailed maps from all around the world was fascinating to me.

**motivate, v.,** the reason why somebody does something or acts in a certain way

Example: We hold out a treat to motivate our dog to learn tricks.

Reader



Pages 56–58

**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.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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.

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

Vocabulary Chart for “Friendly Faces”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		fascinating motivate	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Display the unit’s high-frequency words on the board or wall: *grow, better, become, open, food, carry, clean, feet, while*. Chorally read the words.
- Display the following phrases:
  - *positive friendships*
  - *can motivate each other*
  - *in its own fascinating way*
  - *is courageous*
- Chorally read each phrase. Ask:
  - Which phrase describes? (*positive friendships*)
  - Which phrase tells how? (*in its own fascinating way*)
  - Which phrase explains what positive friendships can do? (*can motivate each other*)
  - Which phrase describes what? (*is courageous*)
- In these phrases, identify the words *fascinating* and *courageous*.

- Ask: What are the suffixes in these words? (*-ing* and *-ous*)
- Have students turn and talk to discuss what these words mean. Provide the sentence starter: *Fascinating* means . . . (*being interested*) and *courageous* means . . . (*full of courage*).
- Provide a sentence stem: I was courageous when. . .
- Move students into small groups.
- Instruct small groups to read the final section of “Mind-Body Connection,” pages 56–58.
- Use strategic prompts to check for comprehension and for their 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 does the author most likely want you to know about sharing our feelings with others? (*share with a trusted adult like a family member*)
  2. **Evaluative.** According to the text, how does having friends benefit our health? (*they listen and make us laugh, so it makes us feel better, lowers stress*)
  3. **Literal.** What details from the text support the idea that having positive friendships is important? (*helps us be active, try new things, motivates us to do well in school, encourages us*)
- Ensure that students speak coherently and draw evidence from the text by restating the questions in their responses:
  - The author wants me to know . . . about sharing our feelings with others.
  - Having friends benefits our healthy by . . .
  - Having positive friends is important because . . . It says this on page . . .
- As you listen to students read, make notes regarding their ability to decode words with soft ‘c’ and soft ‘g’ in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Say: We have been discussing the importance of having positive friendships. Turn and talk with a partner: What kinds of things can we do with our friends to be good citizens in our community or in our nation?



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## Reading

### Reading/Viewing Closely

#### Beginning

After reading a section of the book, in pairs, have students retell the key ideas using visual aids or drawings. You may provide a word bank for students.

#### Intermediate

Have students create their own graphic organizer for what they already know about the mind-body connection, what they learned in the reading, and what they still want to learn. Ask students to describe the contents of their graphic organizer to a peer.

#### Advanced/Advanced High

In pairs, have students retell today’s reading by providing 3–4 key details. Provide a sentence stem: ‘Some key events in the story are \_\_\_\_\_.’

**ELPS 4.1; ELPS 3.C**

## Activity Page 13.1



### WRAP UP (5 MIN.)

- Have students turn to Activity Page 13.1.
- Read the directions and clarify any questions that students have. Remind students to write neatly in cursive.
- Release students to complete Activity Page 13.1 independently.
- As students work, circulate and provide immediate and corrective feedback as necessary. If students have difficulty identifying the central idea of the section, engage them in a conversation about what they read.



### Activity Page 13.1: Reader Response

Collect Activity Page 13.1 to check students' comprehension of the text.

End Lesson






## 14

# Fluency Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills


Students will communicate politely while they read and spell words with suffixes.

 **TEKS 3.1.D; TEKS 3.1.E; TEKS 3.2.A.vi; TEKS 3.2.B.vii**

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 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Play Knock Out	Small Group	20 min.	<input type="checkbox"/> Knock Out Game Board (TR 14.2) <input type="checkbox"/> Knock Out Word Cards (TR 14.1) <input type="checkbox"/> whiteboards and dry erase markers <input type="checkbox"/> whiteboard erasers <input type="checkbox"/> dice
Self-Sustained Reading	Independent	10 min.	<input type="checkbox"/> recreational reading options <input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.4)
<b>Reading</b>			
Fluency Assessment	Individual	30 min. (concurrent with Foundational Skills activities)	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 14.2 <input type="checkbox"/> Unit 3 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 3.

### Foundational Skills

- Prepare student pairings to play Knock Out.
- Make one copy of the Knock Out Game Board for each pairing. Laminate the game boards or slide them into sheet protectors or dry-erase pocket sleeves.
- Make one set of Knock Out Word Cards for each pair.
- Gather whiteboard erasers and a variety of dry-erase markers so that each student in a partnership has a different color.
- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Prepare copies of the Self-Sustained Reading Tracker (TR 14.4) for students.

### Universal Access

- Guide students in setting appropriate goals for each of the end-of-unit assessments. Provide guides and checklists for scaffolding goal setting. Post goals, objectives, and schedules in an obvious place.
- Provide books of varying complexity for students to choose from during Self-Sustained Reading time. 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.
- Prepare audio books for students to listen to while following along with the text.
- Prepare a graphic organizer for students to complete to help them break down unfamiliar words they have read, including the definition, an example of the word's usage, and an illustration to enhance understanding.

- Prepare sentence stem to provide to students:
  - In the text, I learned that \_\_, which is important because \_\_.


Start Lesson


## Lesson 14: Fluency Assessment

# Foundational Skills




**Primary Focus:** Students will communicate politely while they read and spell words with suffixes.

 **TEKS 3.1.D; TEKS 3.1.E; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

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

### PLAY KNOCK OUT (20 MIN.)

- Tell students in the last lesson, we studied words with suffixes like *-able*, *-ing*, and *-ous*. Turn to a partner, and discuss what happens to the e when these suffixes are added to a word ending in a silent 'e'.
- 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.
- Use the materials located in the Additional Support Materials section to play Knock Out with VCe words.
- Move students into pairs. Provide each pair with a Knock Out Game Board, a set of Knock Out Word Cards, a whiteboard eraser, and two dice. Provide each student with a whiteboard marker; each student must have a different color marker from their partner.
- Review the game instructions:
  - Set a timer for 5 minutes.
  - One player rolls the dice.
  - That player picks up a card from the word card pile, reads it aloud, and writes the word in cursive in the box on the game board that matches the number rolled.

 **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.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.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.

## Challenge

Encourage students to practice reading their favorite part of their book fluently and then read it aloud to peers.

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## Reading

### Reading

#### Beginning

As an alternative to silent reading, let students listen to an audiobook while following the text. Provide a graphic organizer for students to complete to help them break down unfamiliar words they have read, including the definition, an example of the word's usage, and an illustration to enhance understanding.

#### Intermediate

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

#### Advanced/Advanced

#### High

After reading for a specific amount of time (determined by the teacher), have students write in a reading journal about what they read. Provide a sentence frame: In the text, I learned that \_\_\_, which is important because \_\_\_.

**ELPS 2.G; ELPS 4.H;**

**ELPS 5.B**

- The next player rolls the dice and repeats the process.
  - If a player rolls a number of a box that is already occupied with a word written by the other player, they get to knock their opponent out by erasing the current word and writing their new word in cursive.
  - If a player rolls a number of a box that is already occupied with one of their own words, they do not need to replace it.
  - Play continues until time is up. The player with the most boxes filled at the end of time wins!
  - If students use up all the word cards before time is up, they should reshuffle the deck and begin again.
- Consider allowing students to swap partners after each round of the game.

## SELF-SUSTAINED READING (10 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 breaking the text into chunks and taking short breaks between chunks, or using a fidget toy.
- Distribute the Self-Sustained Reading Tracker (TR 14.4) to students to keep track of the books they are reading during self-sustained reading time.

## Lesson 14: Fluency Assessment

# Reading



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

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

## 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 speak coherently and complete the comprehension questions after reading the text.

- Have one student at a time come to a quiet assessment area to read "The Town Parade" with you.
- Ask the student for Activity Page 14.1 (Fluency Assessment) and Activity Page 14.2 (Fluency Assessment Questions).
- Tell the student you will ask them to read the story aloud.
- Explain that you are going to use a watch to see how long it takes them to read the story. Tell the student that this is not a race; they should read at their regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, 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 Elapsed Time.
- As the student reads the story, make a running record on a copy of the text using the following guidelines:

Activity Pages  
14.1 and 14.2



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

- When the student finishes reading the 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 14.2: Fluency Assessment

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the Unit 3 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 text, use 336 words as your total. If the student did not finish the text, you must count the number of words they actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
  - Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. A mistake corrected by the student is not counted as one; the student is penalized for the time they lost making the correction, but not for the initial mistake.
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.

- Next, complete the Time section of the activity page.
- Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
- Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2017 for 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 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 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



## 15

# Reading & Spelling Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell multisyllabic words with VCe syllables.

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

Students will collaborate, read, and spell words with suffixes.

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

### Reading

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

 **TEKS 3.5**

## FORMATIVE ASSESSMENT

Activity Page 15.1


Reading Assessment

 **TEKS 3.2.A.ii; TEKS 3.2.A.vi**

Activity Page 15.2

Spelling Assessment

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

 **TEKS 3.2.A.ii** Demonstrate and apply phonemic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vi** Demonstrate and apply phonemic knowledge by using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## LESSON AT A GLANCE

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

## 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. Use the Reading Assessment Scoring Analysis (TR 15.1) and Spelling Assessment Scoring Analysis (TR 15.2) to help determine and understand which phonemes and words students missed. Once students have completed the assessment, they will have 10 minutes 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 the Teacher Resources to specific students that you suspect may not have thoroughly mastered the Tricky Words and high-frequency words reviewed in this unit.

### Reading

- Consider preparing games used in previous lessons in this unit for review to be available as an optional activity after assessments.
- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Prepare copies of the Self-Sustained Reading Tracker (TR 14.4) for students.

### Spelling

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

### 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. Have the student read the line(s) that contained the error. Then ask the student to point 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.

- Prepare sentence stems to provide to students:
  - When I read \_\_\_\_, it reminded me of \_\_\_\_.
  - While reading, I learned that \_\_\_\_.
  - I was surprised when \_\_\_\_ because \_\_\_\_.

Start Lesson

## Lesson 15: Reading & Spelling Assessment

# Foundational Skills



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

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

Students will collaborate, read, and spell words with suffixes.

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

### READING ASSESSMENT (10 MIN.)

- Tell students in the last lesson we read “The Town Parade” in class. Turn to a partner and discuss what you remember about that story.
- Have students take out 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.

### Activity Page 15.1



- |               |                |
|---------------|----------------|
| 1. parade     | 6. bravery     |
| 2. incline    | 7. lonely      |
| 3. sunrise    | 8. hoping      |
| 4. envelope   | 9. graded      |
| 5. contribute | 10. changeable |

**TEKS 3.2.A.ii** Demonstrate and apply phonemic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vi** Demonstrate and apply phonemic knowledge by using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

## Challenge

Invite students to explain in their own words what is incorrect about the other words in each row.

## Activity Page 15.2



### SPELLING ASSESSMENT (10 MIN.)

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

1. amaze	6. peaceful
2. decorate	7. smiling
3. widely	8. biting
4. telescope	9. encouraging
5. included	10. noticeable

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: *I was excited to see the waveless and shiny sea at night while on my trip.*
- Slowly repeat the sentence twice.
- Circulate and monitor as students write in cursive on Activity Page 15.2, providing immediate and corrective feedback such as, "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence. Remind students of the importance of correcting their work and learning from any mistakes.



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

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



**EMERGENT  
BILINGUAL  
STUDENTS**

## Reading

### Reading

#### Beginning

While reading silently or listening to audio/text read aloud, ask students to create mental images of the text. Have them imagine characters, settings, or actions, based on the author's descriptions. Have them draw pictures to represent what they read.

#### Intermediate

After reading silently, have students make connections between the text and their own experiences. Provide sentence frames: When I read \_\_\_\_, it reminded me of \_\_\_\_.

#### Advanced/Advanced High

Have students reflect on their silent reading experience and evaluate their understanding. Have them think about what they learned, what surprised them, or what questions they still have. Provide sentence frames: While reading, I learned that \_\_\_\_\_. I was surprised when \_\_\_\_ because \_\_\_\_.

**ELPS 4.H**

## Lesson 15: Reading & 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 wearing headphones or using a whisperphone to hear themselves read.
- Distribute the Self-Sustained Reading Tracker (TR 14.4) to students to track their reading during this time.



### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended by using the Self-Sustained Reading Tracker (TR 14.4).

End Lesson

# Pausing Point

This is the end of Unit 3. Analyze the results from the Unit 3 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend 1 day providing targeted acceleration in the specific areas of weakness. This is also a good time to expand the abilities of students who are able to go further and need a challenge. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

## PAUSING POINT TOPIC GUIDE

### More Help with VCe Syllables

Decodable Words and/or Sentences	Additional Support Lessons 2, 4, 6, 7, and 9
I Have, Who Has?	Page 165
Moon Shot	Page 165; Additional Support Lessons 4 and 6

### More Help with Multisyllabic Words

Phonics Bingo	Page 166; Additional Support Lessons 3 and 5
Knockout	Page 166; Additional Support Lesson 12

### More Help with Suffixes

Chaining Dictation	Page 167
Add Suffixes	Page 167
Suffix Relay Race	Page 168

### More Help with Tricky and High-Frequency Words

Swim to the Finish	Page 169
Tricky Word Concentration	Page 170

### More Help with Fluency

Pete's Bike Ride	Page 170; Additional Support Lesson 1
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## MORE HELP WITH VCE SYLLABLES

### I Have, Who Has?

- Move students into small groups. Pass out a set of I Have, Who Has cards to each group. I Have, Who Has Cards are located at the end of this Pausing Point section.
- Explain the game:
  - Pass out the cards so that each student has the same number of cards.
  - Identify who has the first card (the card says: "I have the first card!" at the top).
  - Explain that the first person will start the game by reading the question on their card, beginning with "Who has . . ." Students then look at their cards to see if one of their cards is a match.
  - The person with the correct word says, "I have . . ." followed by the word. If they are correct, they continue the game by reading their "Who has . . ." question. If they are incorrect, students keep looking for the correct answer.
  - The game ends when students read the final card.
- Before beginning, instruct students to read their cards to familiarize themselves with their words and "Who has . . ." questions.
- Release students to play the game. Groups can reshuffle the cards and play again.

### Moon Shot

- Use the materials in the Additional Support Activity Pages section of the Teacher Guide to play Moon Shot with words following a VCe pattern.
- Move students into pairs. Provide each pair with a Moon Shot Game Board.
- Provide each student with a set of Oh No! cards and a set of Good to Go! cards. Provide small tokens as playing pieces.
- Review the game instructions: Students take turns drawing word cards. If a student reads the word correctly, he or she can draw a Good to Go! card and follow the directions on the card.
- If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.



## MORE HELP WITH MULTISYLLABIC WORDS

### Phonics Bingo

- Distribute Bingo cards and counters.
- Explain that students are going to play Phonics Bingo to practice reading multisyllabic words.
- Demonstrate how the game works by drawing the top card from the word stack and reciting it aloud while students check their game boards for the word. Show students how to place a counter on top of the word on the board as it is called out.
- Hold up the card to show the correct word so that students can check their answers.
- Show students how to get an official “bingo” by getting a full line in any direction on the board.
- Begin the game.
- The game is finished when one line is covered with counters and a student says “Phonics Bingo!”.

### Knock Out

- Move students into pairs. Provide each pair with a Knock Out Game Board, a set of Knock Out Word Cards, a whiteboard eraser, and two dice. Provide each student with a whiteboard marker; each student must have a different color marker from their partner.
- Explain the game instructions:
  - Set a timer for 5 minutes.
  - One player rolls the dice.
  - That player picks up a card from the word card pile and read it aloud. The player then finds the space on the game board that matches the number rolled using the dice. The player writes the word in that space.
  - The next player rolls the dice and repeats the process.
  - If a player rolls a number of a space occupied with a word written by the other player, they get to knock their opponent out by erasing their word and replacing it with their word.
  - If a player rolls a number of a box that is already occupied with one of their own words, they do not need to replace it.

- Play continues until time is up. The player with the most boxes filled at the end of time wins.
- If students use up all the word cards before time is up, they should reshuffle the deck and begin again.
- Consider allowing students to swap partners after each round of the game.

## MORE HELP WITH SUFFIXES

### Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words starting with a split digraph base word. Each new word will be very similar to the previous word, but the suffix will be different. (For example, liked might be changed to liking.)
- Tell students to write each word.

#### Chain:

1. hope > hopeful > hoping > hoped > hopefully
2. vote > voter > voted > voting
3. mute > muted > muting > mutable
4. amuse > amused > amusing > amusement >
5. use > using > used > usable > useful > useless > user
6. time > timing > timed > timeless > timer
7. note > noting > noted > notable
8. nice > nicer > nicest > nicely

### Add Suffixes

- Provide students with Activity Page PP.1 for additional practice with correctly spelling words with suffixes.
- Ask students to fill in the blank with the word in parenthesis adding the correct suffix.
- Provide students with Activity Page PP.2 for additional practice with correctly spelling words with suffixes.

#### Activity Page PP.1



#### Activity Page PP.2



- Ask students to add a suffix from the box to the word in parenthesis and use it in a sentence. Remind students to write neatly in cursive, leaving space between words.

thing > ring > rang > sang > sung > hung > hush > rush > lush > lushy  
 song > long > lung > sung > sunk > sink > think > thin > then > when  
 link > sink > sunk > sulk > silk > sill > hill > thrill > thrilling  
 whether > tether > tinker > thinker > thinking > shrinking > sinking > singing

### Suffix Relay Race

**Note:** This game can be played using any of the Activity Pages PP.1–PP.2.

- Divide the class into teams of equal size. Each team should have an equal number of students.
- Place the Activity Page and pencils at one end of the racing area.
- Line up each team at the other end of the area, opposite the Activity Page.
- Explain to the students that they will be completing the worksheet as part of a relay race.
- When you say, "Go!" the first player from each team races to the Activity Page area, grab the Activity Page and a pencil, and returns to their team.
- The first player starts working on the first question of the worksheet.
- Once the first player completes their question, they pass the Activity Page and pencil to the next player in line.
- The second player continues working on the next question, and so on, until all questions on the Activity Page are completed.
- The first team to complete all questions correctly and return the worksheet to the designated spot wins the race.
- As students are working on their questions, move around to each team to monitor progress and provide assistance if needed.
- Ensure that students complete the questions accurately and encourage teamwork and cooperation within each team.

## MORE HELP WITH TRICKY AND HIGH-FREQUENCY WORDS

- The following box contains all of the High-Frequency Words for Unit 3.

grow	carry
better	clean
become	feet
open	while
food	

- The following box contains all of the Tricky Words for Unit 3.

muscles	sugar
building	pressure
blood	tissue
soldier	intestines
bacteria	

### Swim to the Finish

- Write eight Tricky and High-Frequency words on sheets of paper or index cards. Create one set for each pair of students.
- Divide students into pairs.
- Give each pair a copy of the Swim to the Finish Game Board and a set of word cards.
- Have each student write their name or initials at the top of a column or swim lane.
- Explain the game:
- Place cards facedown in a pile. Students take turns drawing a card and reading the word on the card.
- When students read their words correctly, they should write a checkmark in the next square of their swim lane.

- The first one to the finish line wins! If both students read all their words correctly, it will be a tie swim meet.
- Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice.

### **Tricky Word Concentration**

- On index cards, create two sets of Tricky Word cards. Select eight pairs of the same words from each set. (You can increase the number of cards in each game to provide a greater challenge.)
- Shuffle the cards and lay them face down on the table, so there are four rows of four cards each.
- Have students turn over two cards at a time, attempting to find matching cards. Each time a pair is turned over, the student must read each word.
- If a student finds a match, they may keep the cards if they have read the words correctly.
- Let the game continue until all matches have been found. The person or team with the most cards is the winner.

### **MORE HELP WITH FLUENCY**

#### **Pete's Bike Ride**

- Make one copy of Activity Page PP.3 for each student.
- Have students read the activity page with another student alternating lines between two readers, then switch parts.

Activity Page PP.3



# I Have, Who Has Cards

Copy and cut out a set of I Have, Who Has Cards. Consider laminating them for durability.



I have the first card!

Who has . . .

a word that to means to find something?

I have *locate*.

Who has . . .

a word that means when people argue back and forth about a topic?

I have *debate*.

Who has . . .

a word that describes things that some people get to help straighten their teeth?

I have *braces*.

Who has . . .

a word that means what you do when you get away from something and go somewhere else?

I have *escape*.

Who has . . .

a word that means when the sun comes up in the morning?

I have *sunrise*.

Who has . . .

a word that means that you are asked to go somewhere, usually somewhere special?



I have *invited*.

Who has . . .

a word that describes a feeling  
of really looking forward to  
something?

I have *excitement*.

Who has . . .

a word that means something  
you walk on that is made of  
concrete?

I have *sidewalk*.

Who has . . .

a word that means when  
something disappears into thin  
air like smoke?

I have *vaporize*.

Who has . . .

a word that means to throw  
away?

I have *dispose*.

Who has . . .

a word that means a person who  
writes music?

I have *composer*.

Who has . . .

a word that means to put  
something on hold or wait for a  
later date?



I have *postpone*.

Who has . . .

a word that means that something is being held in by something else, like a cage or room?

I have *enclosure*.

Who has . . .

a word that means handing something out to others, like a notebook or papers?

I have *distribute*.

Who has . . .

a word that means to replace one thing with something else?

I have *substitute*.

Who has . . .

A word that means a characteristic or part of someone or something?

I have *attribute*.

Who has . . .

a word that means to tell others who somebody else is when they meet, usually by using their name?

I have *introduce*.

Who has . . .

a word that means when something is helpful and able to be used?





I have *useful*.

Who has . . .

a word that means to entertain  
or make someone else find  
something to be funny?

I have *amuse*.

Who has . . .

a word that means something  
that orbits around the Earth,  
high above the atmosphere?

I have *satellite*.

Who has . . .

a word that means when  
something breaks apart all at  
once?

I have *explode*.

Who has . . .

a word that means to take a  
word apart and sound it out?

I have *decode*.

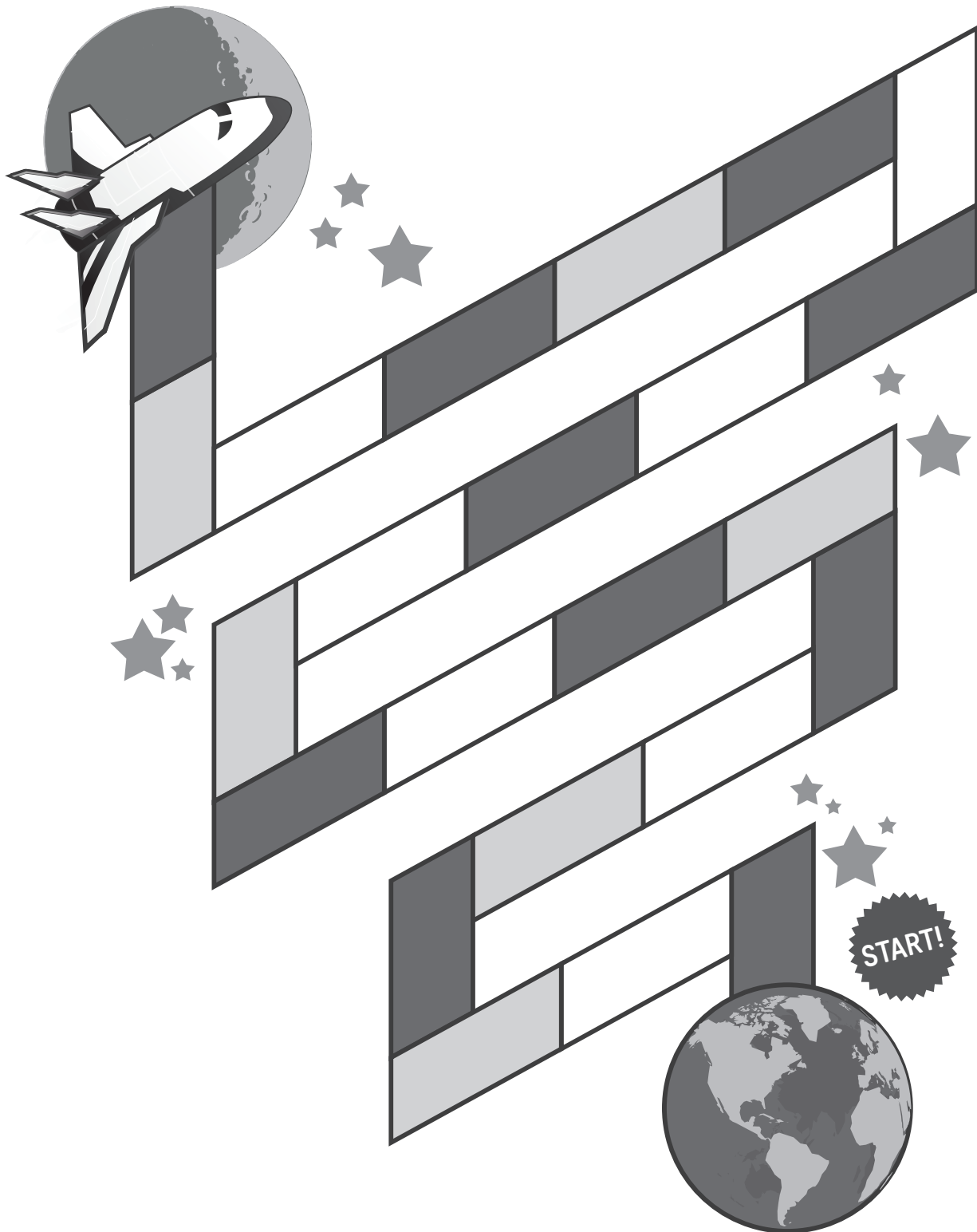
Who has . . .

a word that means a device that  
lets you talk to someone in a  
different place?

I have *telephone*.

I have the last card!

# Moon Shot Game Board



## Moon Shot Word Cards



admiring

valentine

immunize

recognize

realize

compromise

fertilize

vaporize

turbine

motorbike

reptile

invite

dislike

sidewalk

firehouse

satellite

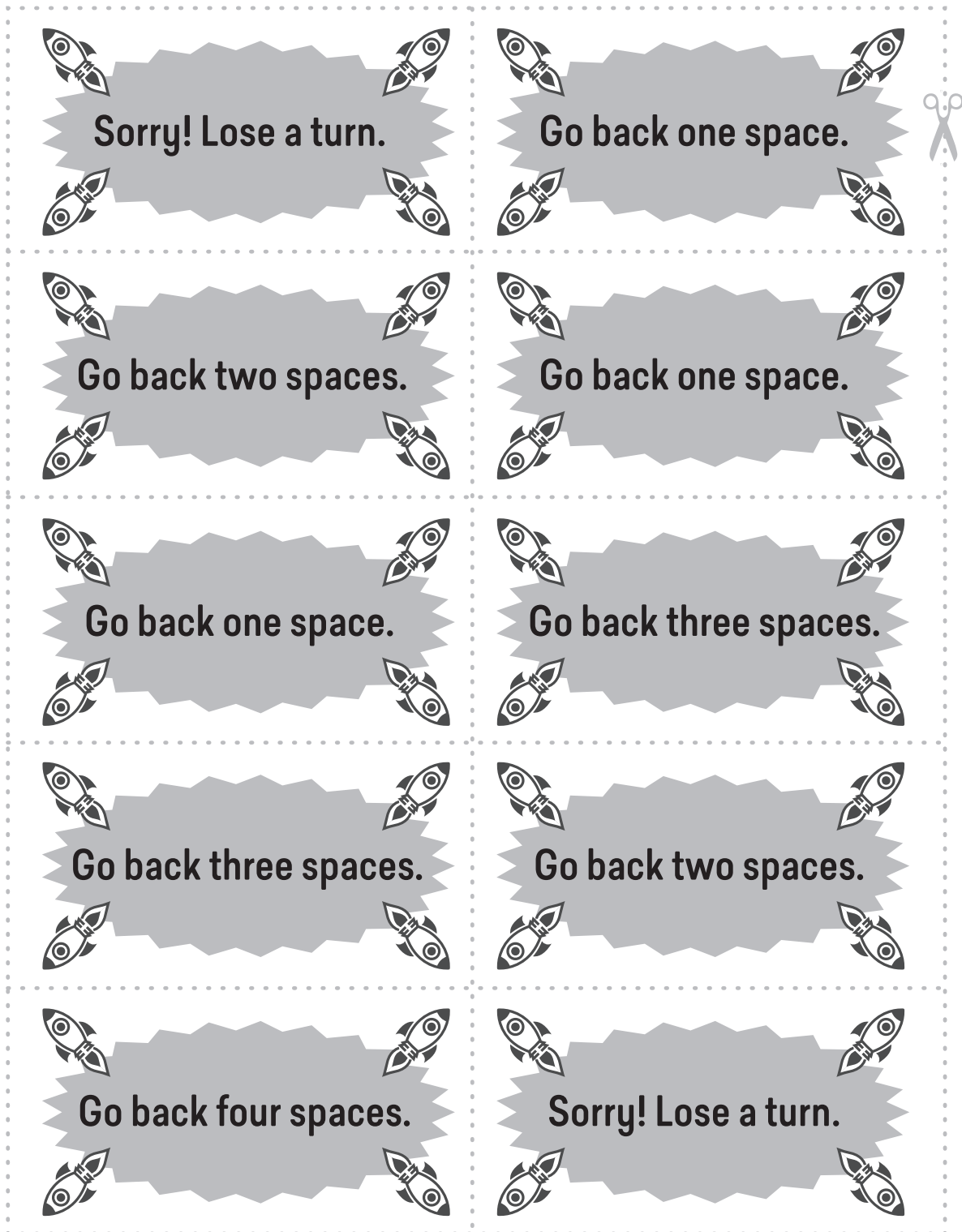
define

subscribe

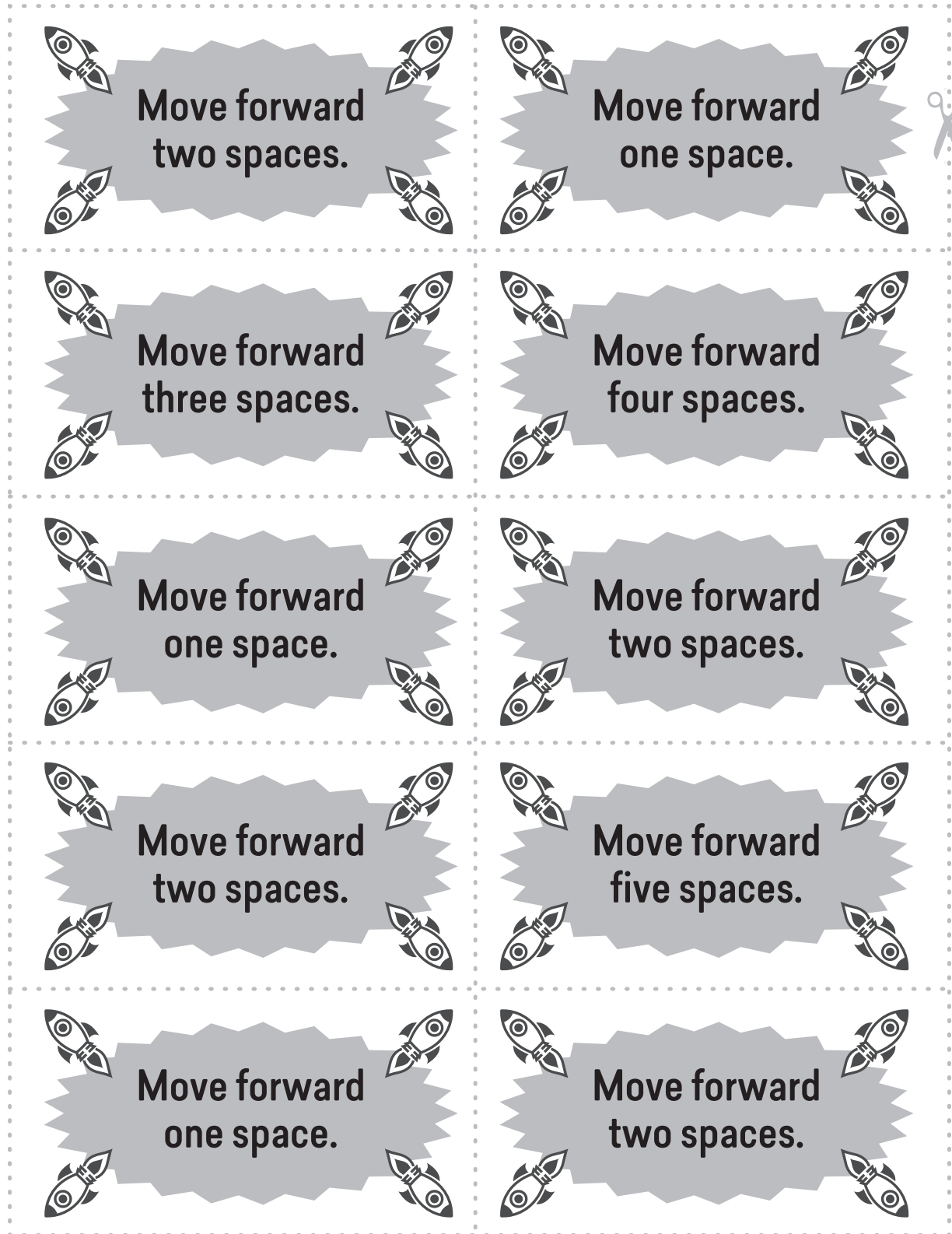
advertise

compile

# Moon Shot Oh No! Cards



# Moon Shot Good to Go! Cards



# Moon Shot Word Cards Set 1

Copy and cut out one set of cards per game.



wholesome

glucose

promotes

hambone

impose

homeland

enclosed

smokestack

devoted

enclosure

postpone

remote

compose

dispose

opposing

eroding

notebook

telephone

microphone

cobblestone

## Phonics Bingo Word Stack Set 1, Page 1

**refusing**



**attribute**



**producer**



**distribute**





## Phonics Bingo Word Stack Set 1, Page 2

**including**



**refuses**



**contribute**



**substitute**



## Phonics Bingo Word Stack Set 1, Page 3

**institute**



**computer**



**introduce**



**confusing**



## Phonics Bingo Word Stack Set 1, Page 4

**excuses**



**usefulness**



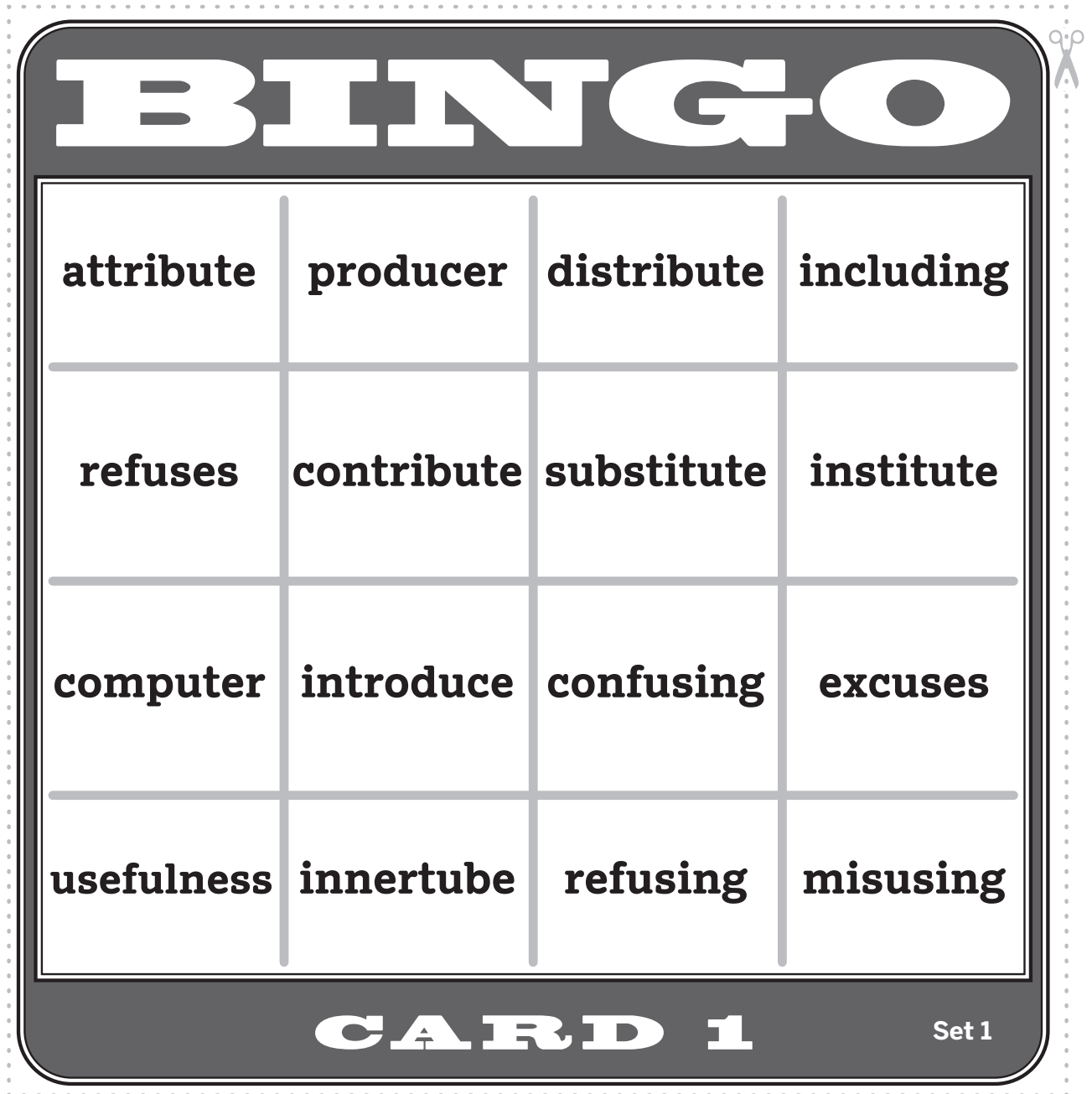
**innertube**



**misusing**



# Phonics Bingo Cards Set 1




# BINGO

producer	institute	refusing	computer
confusing	substitute	innertube	distribute
including	misusing	contribute	excuses
usefulness	refuses	introduce	attribute

**CARD 2**

Set 1



# BINGO

refusing	distribute	producer	confusing
innertube	substitute	misusing	excuses
contribute	usefulness	introduce	refuses
including	attribute	computer	institute


**CARD 3**Set 1

# BINGO

producer	innertube	contribute	introduce
refuses	refusing	excuses	computer
including	attribute	institute	substitute
confusing	misusing	usefulness	distribute

**CARD 4**

Set 1



# BINGO

contribute	excuses	innertube	refuses
including	confusing	institute	misusing
refusing	substitute	usefulness	producer
attribute	introduce	computer	distribute

**CARD 5**
Set 1



# BINGO

<b>excuses</b>	<b>distribute</b>	<b>refusing</b>	<b>producer</b>
<b>refuses</b>	<b>including</b>	<b>attribute</b>	<b>substitute</b>
<b>usefulness</b>	<b>computer</b>	<b>institute</b>	<b>confusing</b>
<b>misusing</b>	<b>introduce</b>	<b>contribute</b>	<b>innertube</b>

**CARD 6**

Set 1

✂

# BINGO

distribute	refuses	usefulness	refusing
attribute	institute	introduce	confusing
misusing	contribute	innertube	substitute
producer	computer	including	excuses

CARD 7
Set 1

# BINGO



refuses	attribute	misusing	refusing
introduce	innertube	distribute	producer
computer	including	excuses	contribute
substitute	usefulness	confusing	institute

**CARD 8**

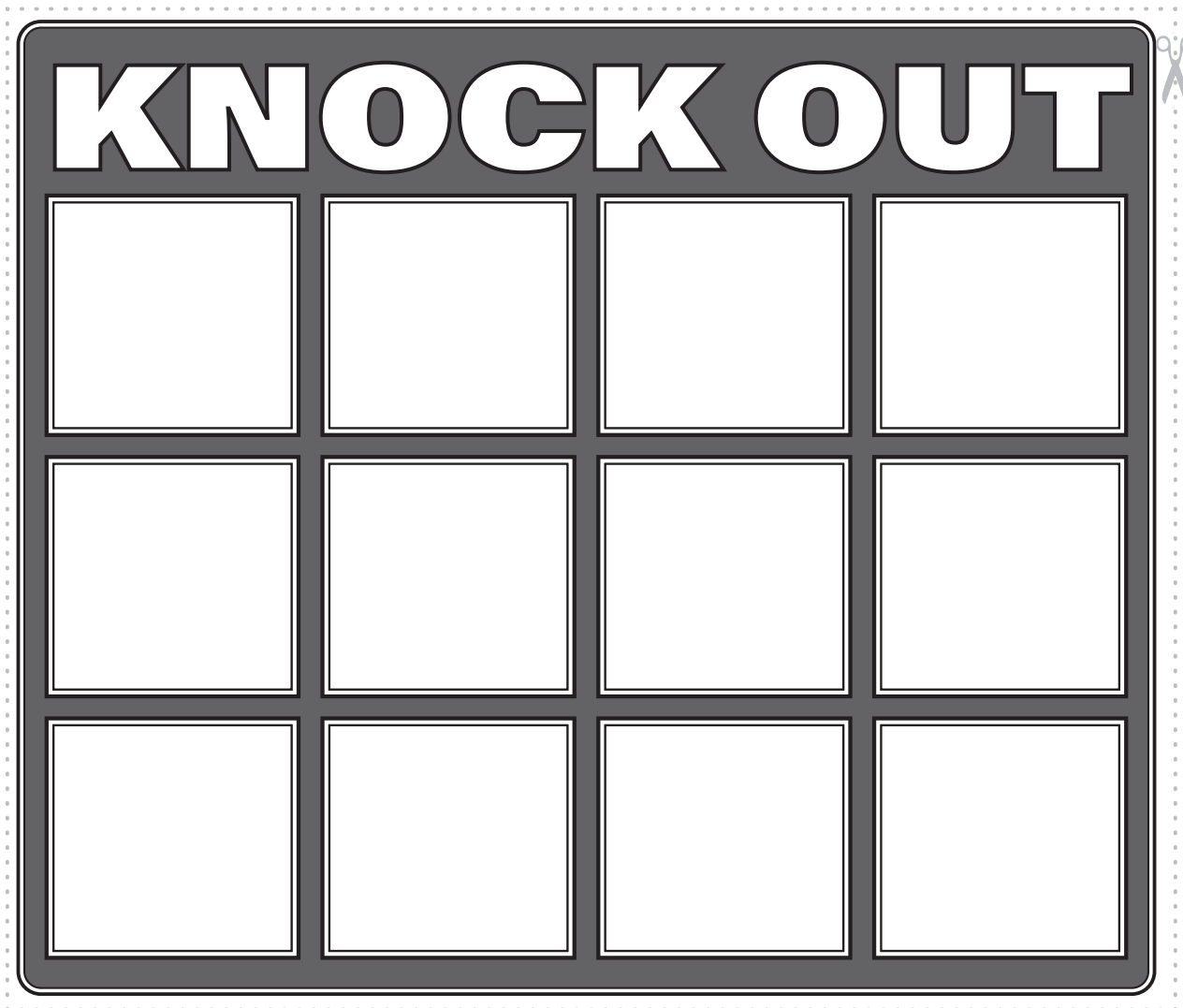
Set 1

# Knock Out Word Cards

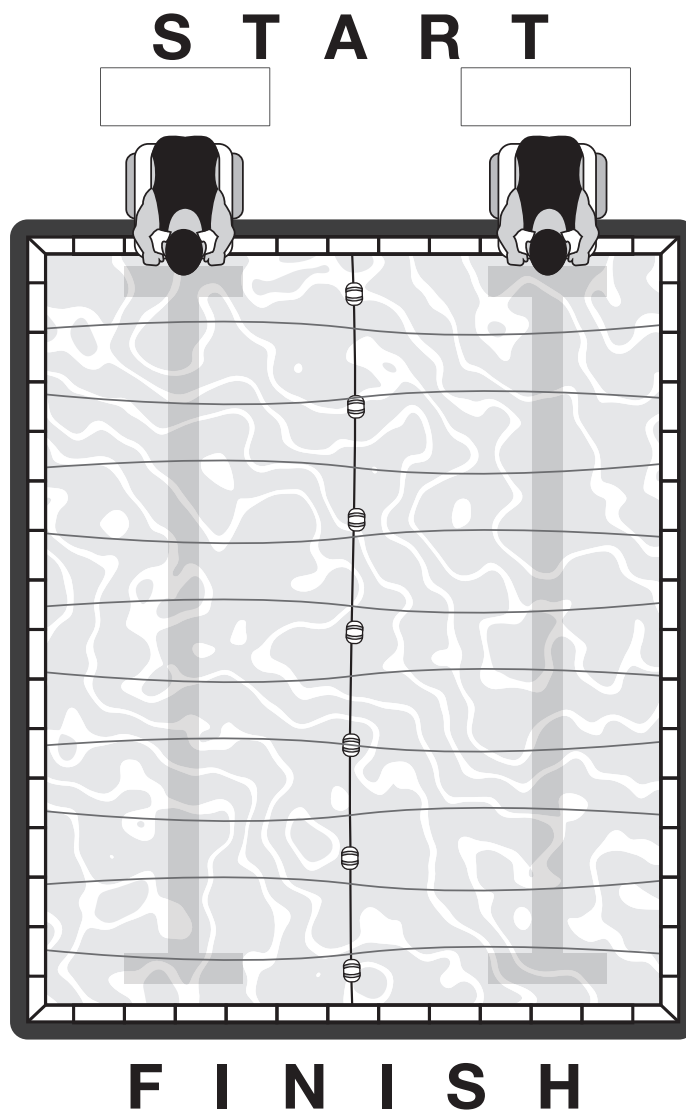




# Knock Out Game Board



# Swim to the Finish Game Board



# Teacher Resources

Grade 3















# 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 3
- TR 2.1 Vocabulary Work
- TR 8.1 Adding Consonant Suffixes
- TR 10.1 Mix and Mingle Game Cards
- TR 11.1 Extra Innings Baseball Game Board
- TR 11.2 Extra Innings Baseball Word Cards
- TR 12.1 Partner Dictation Word Cards
- TR 13.1 Suffix Match Puzzle Pieces
- TR 14.1 Knock Out Word Cards
- TR 14.2 Knock Out Game Board
- TR 14.3 Unit 3 W.C.P.M. Calculation Sheet
- TR 14.4 Self-Sustained Reading Tracker
- TR 15.1 Reading Assessment Scoring and Analysis
- TR 15.2 Spelling Assessment Scoring and Analysis
- Tricky Word Assessment—Unit 3 (optional)
- Tricky Word Assessment List—Unit 3
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix A
- Appendix B
- Appendix C
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

# GRADE 3 INDIVIDUAL CODE CHART







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

o\_e move

o do

ui fruit

ou soup

ue blue

ew new

u\_e tune

u student

oo soon

/loo/

u push

oo look

/loo/

ow now

ou shout

/ou/

oy toy

oi oil

/oi/

aw paw

au Paul

/aw/

ough caught

ough bought

al wall


# Grade 3 Anecdotal Reading Record

Teacher Instructions: During reading time, circulate and listen to students read. Utilize the Anecdotal Reading Record to note students' progress. Make multiple copies of the blank record to have on hand when listening to students read aloud. Strive to hear every student read aloud at least once or twice each week.

<b>Student's Name:</b>
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
<b>TEKS 3.2A.i</b> The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2A.ii</b> The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2A.iii</b> The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

<b>TEKS 3.2A.iv</b> The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2A.v</b> The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2A.vi</b> The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2A.vii</b> The student is expected to demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>3.2.B Spelling Knowledge</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>TEKS 3.2B.i</b> The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2B.ii</b> The student is expected to demonstrate and apply spelling knowledge by spelling homophones.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2B.iii</b> The student is expected to demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2B.iv</b> The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

<b>TEKS 3.2B.v</b> The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2B.v</b> The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2B.vi</b> The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.2B.vii</b> The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>TEKS 3.2C</b> The student is expected to alphabetize a series of words to the third letter.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>TEKS 3.2D</b> The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>3.3 Vocabulary</b>										
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>TEKS 3.3A</b> The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.3B</b> The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

<b>TEKS 3.3C</b> The student is expected to identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.3D</b> The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>TEKS 3.3D</b> 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

Teacher Instructions: Record students' scores for each summative assessment to track their progress across the school year.

Key:

- PA = Placement Assessment
- FA = Fluency Assessment
- RA = Reading Assessment
- SA = Spelling Assessment

## GRADE 3 END-OF-YEAR SUMMARY

[illegible]

**GRADE 3 END-OF-YEAR SUMMARY (CONTINUED)**

[illegible]

**ANECDOTAL READING RECORD—UNIT 3**

**Student's Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

## Vocabulary Work

Definition	Facts/Characteristics
Consistent	
Examples	Non-examples

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

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

TR 8.1

## Adding Consonant Suffixes

polite	
polite	-ly
politely	

grace	
grace	-ful
graceful	

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

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

# TR 8.1

CONTINUED


Adding Consonant Suffixes

hope	
hope	-less
hopeless	



**Mix and Mingle Game Cards**

Copy and cut out one set of cards. Consider laminating them for durability.



shine	y
use	ing
take	ing
inspire	ed
bike	ing

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

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

# TR 10.1

CONTINUED

Mix and Mingle Game Cards



make

ing

haze

y

refuse

ed

amuse

ed

note

ed

# TR 10.1

CONTINUED

Mix and Mingle Game Cards



joke

ing

bake

ing

bike

ing

dine

ing

celebrate

ion

# TR 10.1

CONTINUED

Mix and Mingle Game Cards



educate

ion

create

ion

## Extra Innings Baseball Game Board



## Extra Innings Baseball Word Cards

**hoped****amazing****shiny****lovable****dated****driving****rosy****writer****tuned****biking****spicy****hiker****waved****saving****slimy****totable****unlined****racing****viny****ruler**

# TR 11.2

Extra Innings Baseball Word

**chased**

**untaping**



**noisy**

**gamer**

**rezoned**

**dicing**

**shaky**

**diving**

**stroked**

**tubing**

**dozing**

**gated**

**prized**

**sliding**

**grading**

**loving**

**shaped**

**pruning**

**poking**

**retyping**

## Extra Innings Baseball Word Cards

<b>hoped</b>	<b>amazing</b>	
<b>shiny</b>	<b>lovable</b>	
<b>dated</b>	<b>driving</b>	
<b>rosy</b>	<b>writer</b>	
<b>tuned</b>	<b>biking</b>	
<b>spicy</b>	<b>hiker</b>	
<b>waved</b>	<b>saving</b>	
<b>slimy</b>	<b>totable</b>	
<b>unlined</b>	<b>racing</b>	
<b>viny</b>	<b>ruler</b>	



## Partner Dictation Word Cards

### Suffixes

ing	able	ed	er
ful	ness	ment	

### Base Words


adore	diagnose	decline	debate
consume	argue	amaze	

**Suffix Word Cards**

manageable	traceable	outrageous
noticeable	agreeable	mileage
peaceable	changeable	knowledgeable
courageous	makeable	replaceable
serviceable	peaceful	

## Suffix Match Puzzle Pieces

Copy and cut out a set of puzzle pieces. Consider laminating for future use.



manage	ing
notice	able
advantage	ous
courage	ous
service	able



trace

able

age

ing

change

able

outrage

ous

knowledge

able

# Knock Out Word Cards



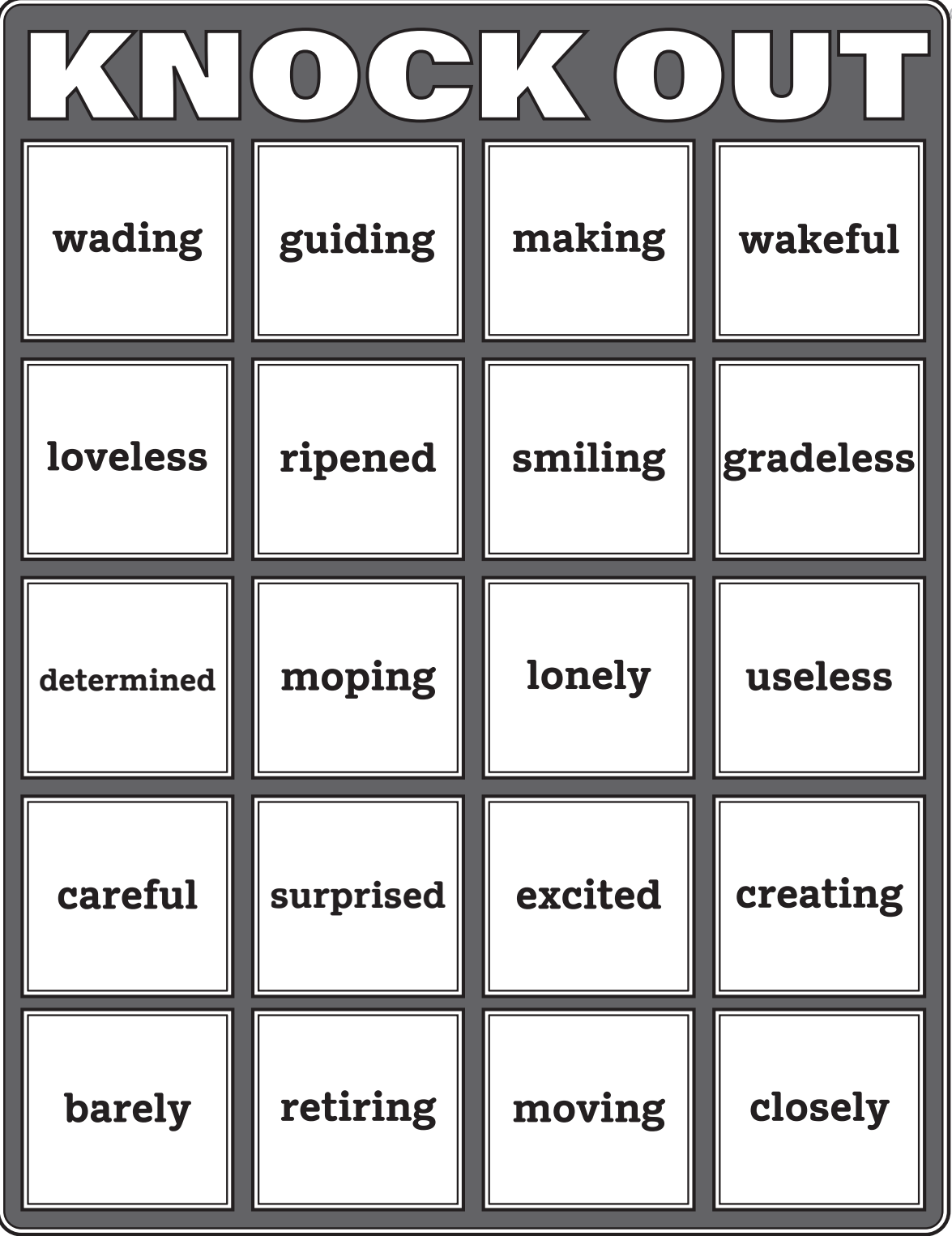


NAME: \_\_\_\_\_

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

TR 14.1  
CONTINUED

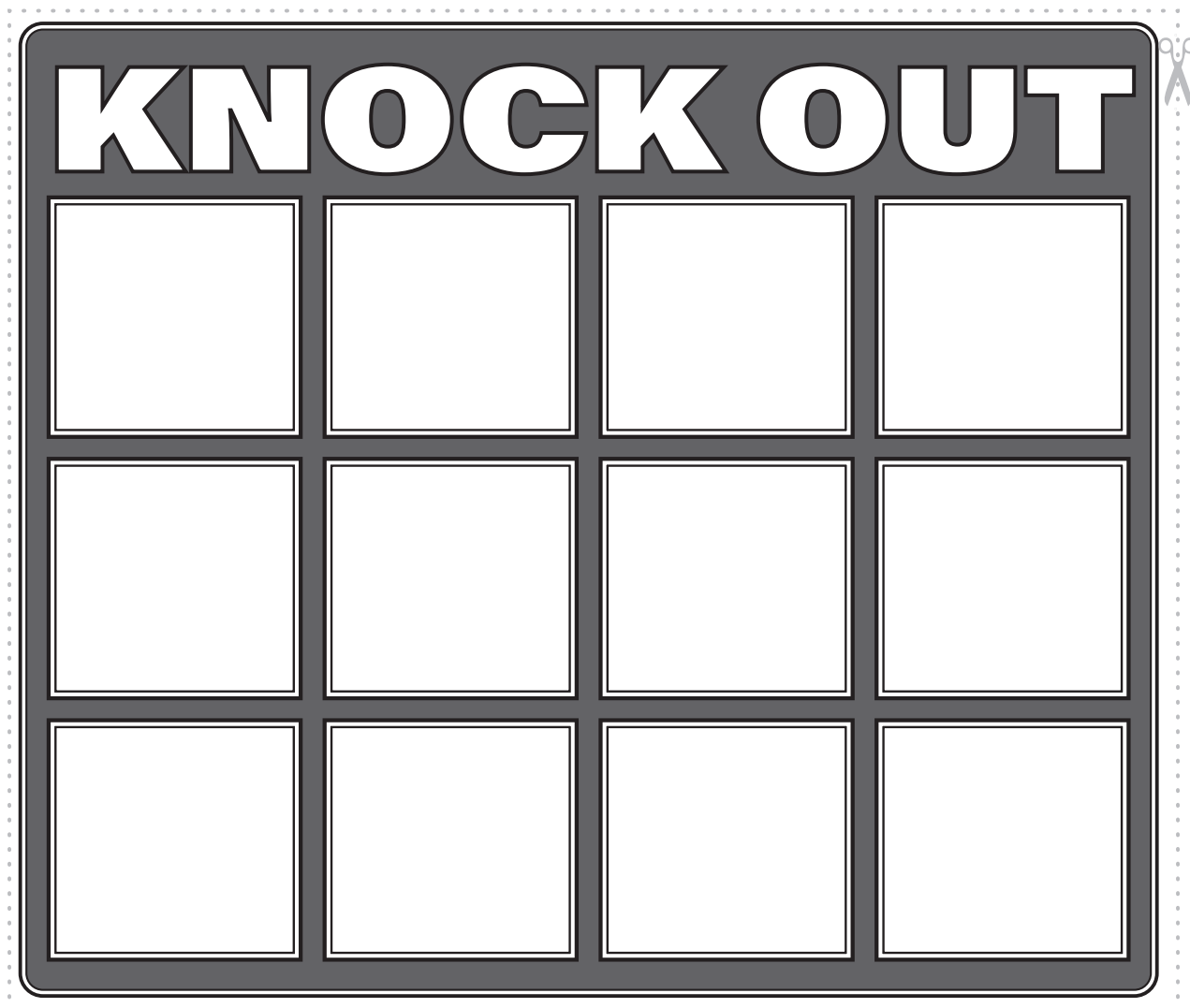
## Knock Out Word Cards



A large rectangular grid with a dark gray background and a white border. The grid is divided into a 5x4 array of smaller white squares. The top row of the grid contains the words "wading", "guiding", "making", and "wakeful". The second row contains "loveless", "ripened", "smiling", and "gradeless". The third row contains "determined", "moping", "lonely", and "useless". The fourth row contains "careful", "surprised", "excited", and "creating". The fifth row contains "barely", "retiring", "moving", and "closely". To the right of the grid, there is a small icon of a pair of scissors, indicating where to cut.

<b>KNOCK OUT</b>			
wading	guiding	making	wakeful
loveless	ripened	smiling	gradeless
determined	moping	lonely	useless
careful	surprised	excited	creating
barely	retiring	moving	closely

# Knock Out Game Board





## Unit 3 W.C.P.M. Calculation Sheet

Story: "The Town Parade" Total words in story: 231

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

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

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

## 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 15.1

## Reading Assessment Scoring and Analysis

The more words a student can read and the farther the student can progress in the assessment, the stronger his or her preparation for the next unit of instruction.

The number of words read correctly indicates the following:

- Students who score 6 or fewer words out of 10 words correctly have minimal preparation for the next unit. Students who score 7 out of 10 words correctly have adequate preparation for the next unit.
- Students who score 8 or more words out of 10 words correctly have outstanding preparation for the next unit.

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition.

		Phonemes	Digraphs/ trigraphs/blends	Syllables
1. parade		/p/ /er/ /ae/ /d/	Split digraph a_e	pa/rade VCe
2. incline		/i/ /n/ /k/ /l/ /ie/ /n/	Split digraph i_e	in/cline VCe
3. sunrise		/s/ /u/ /n/ /r/ /ie/ /z/	Split digraph i_e	sun/rise VCe
4. envelope		/i/ /n/ /v/ /e/ /l/ /oe/ /p/	Split digraph o_e	en/ve/oPe VCe
5. contribute		/k/ /o/ /n/ /t/ /r/ /i/ /b/ /ue/ /t/	Split digraph u_e	con/tri/bute VCe
6. bravery		/b/ /r/ /ae/ /v/ /er/ /ee/	Consonant blend 'br'	bra/ver/y Vce
7. lonely		/l/ /oe/ /n/ /l/ /ee/	Split digraph o_e	lone/ly VCV
8. hoping		/h/ /oe/ /p/ /ng/	Split digraph o_e	ho/ping VCV
9. graded		/g/ /r/ /ae/ /d/ /e/ /d/	Consonant blend 'gr'	grad/ed VCV
10. changeable		/ch/ /ae/ /n/ /j/ /ə/ /b/ /ə/ + /l/	Digraph ch	change/a/ble VCCV

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

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

TR 15.2

## Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include the split digraphs 'a\_e', 'i\_e', 'o\_e', and 'u\_e' and consonant and vowel suffixes -ly, -ing, -ed, -able, and -ful.

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.

amaze	Split digraph 'a_e'
decorate	Split digraph 'a_e'
widely	Split digraph 'i_e', suffix -ly
telescope	Split digraph 'o_e'
included	Split digraph 'u_e', suffix -ed
peaceful	Keep final e, suffix -ful
smiling	Drop final e, suffix -ing
biting	Drop final e, suffix -ing
encouraging	Drop final e, suffix -ing
noticeable	Keep final e, suffix -able
I was excited to see the waveless and shiny sea at night while on my trip.	Split digraphs 'i_e', 'a_e', suffixes -ed, -y, drop final e

# Tricky Word Assessment – Unit 3

## (Optional)

Student Name: \_\_\_\_\_

Instructions: This is an optional assessment of Tricky Words and high-frequency words reviewed in this unit. At the end of Unit 3, 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 3 Assessment: Date ____
1. building	
2. muscles	
3. blood	
4. soldier	

<b>Tricky Word/High-Frequency Word</b>	<b>End of Unit 3 Assessment: Date ____</b>
5. bacteria	
6. sugar	
7. pressure	
8. tissue	
9. intestine	
10. grow	
11. better	
12. become	
13. open	
14. food	
15. carry	
16. clean	
17. feet	
18. while	

## Tricky Word Assessment List – Unit 3

1. building
2. muscles
3. blood
4. soldier
5. bacteria
6. sugar
7. pressure
8. tissue
9. intestine
10. grow
11. better
12. become
13. open
14. food
15. carry
16. clean
17. feet
18. while

# Additional Support Activity Pages

Grade 3

Foundational Skills 3

**Teacher Guide**



## Bingo Word Stack Set 2

**divide**



**despite**



**invited**



**sunrise**



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

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

CONTINUED

Bingo Word Stack Set 2

**porcupine**



**incline**



**decide**



**recite**



**widely**



**advises**



**precise**



**ignite**



**decline**



**resize**



**pinecone**

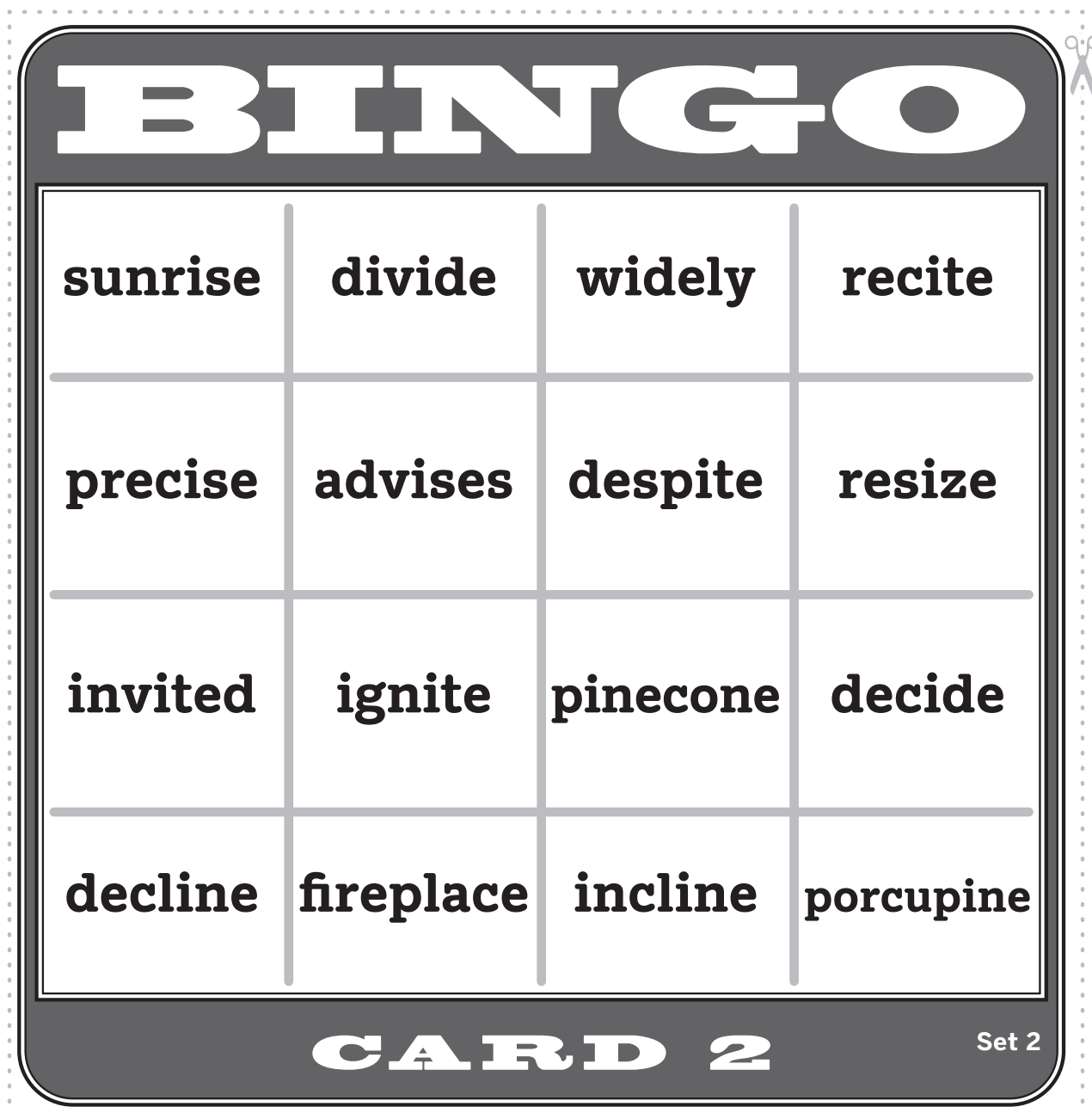


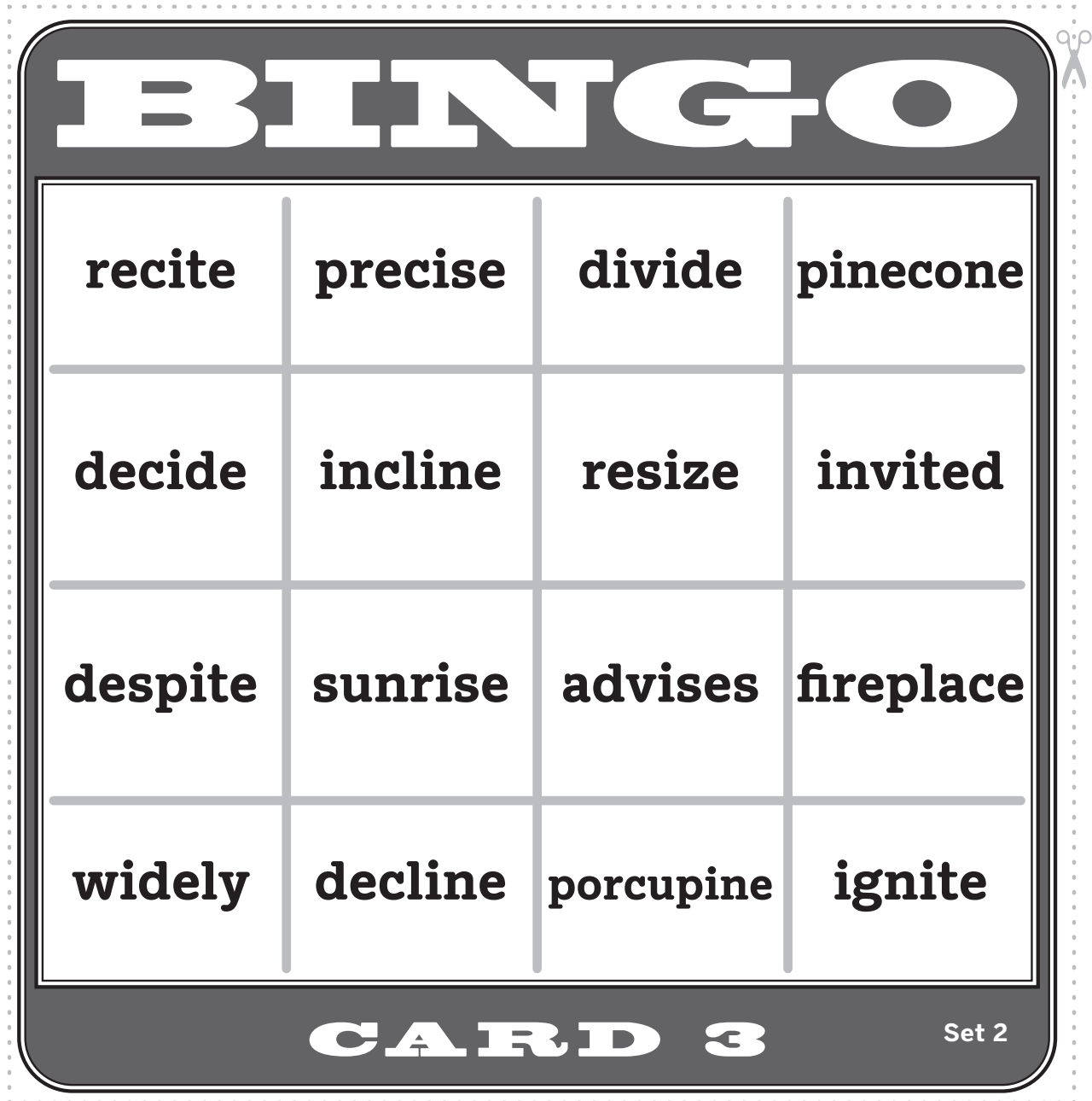
**fireplace**



## Phonics Bingo Set 2



















## Bingo Word Stack Set 3

**glucose**



**passcode**



**wholeness**



**compose**



**suppose**



**provoke**



**dispose**



**roses**



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

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

CONTINUED

Bingo Word Stack Set 3

**decode**



**explore**



**promote**



**wishbone**



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

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

Bingo Word Stack Set 3

**explode**



**tightrope**



**devote**



**console**





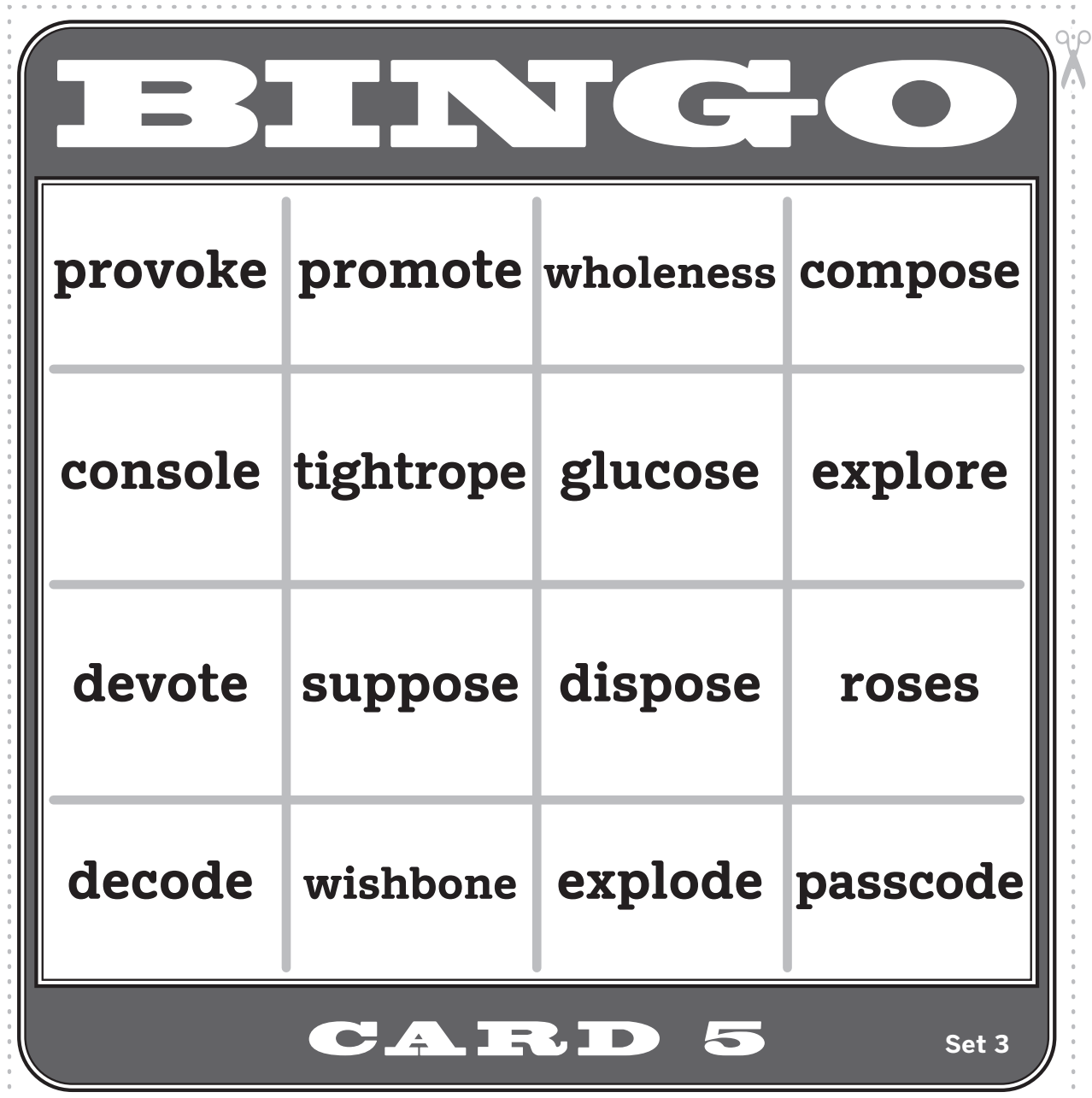
## Phonics Bingo Set 3















# BINGO

suppose	wishbone	explode	glucose
provoke	promote	decode	tightrope
console	passcode	compose	dispose
explore	roses	devote	wholeness

**CARD 7**

Set 3





## Bingo Word Stack Set 4

**using**



**hiking**



**excited**



**biking**



**inviting**



**recited**



**inspiring**



**ignited**



**advised**



**whining**



**rising**



**making**



**decided**



**presiding**

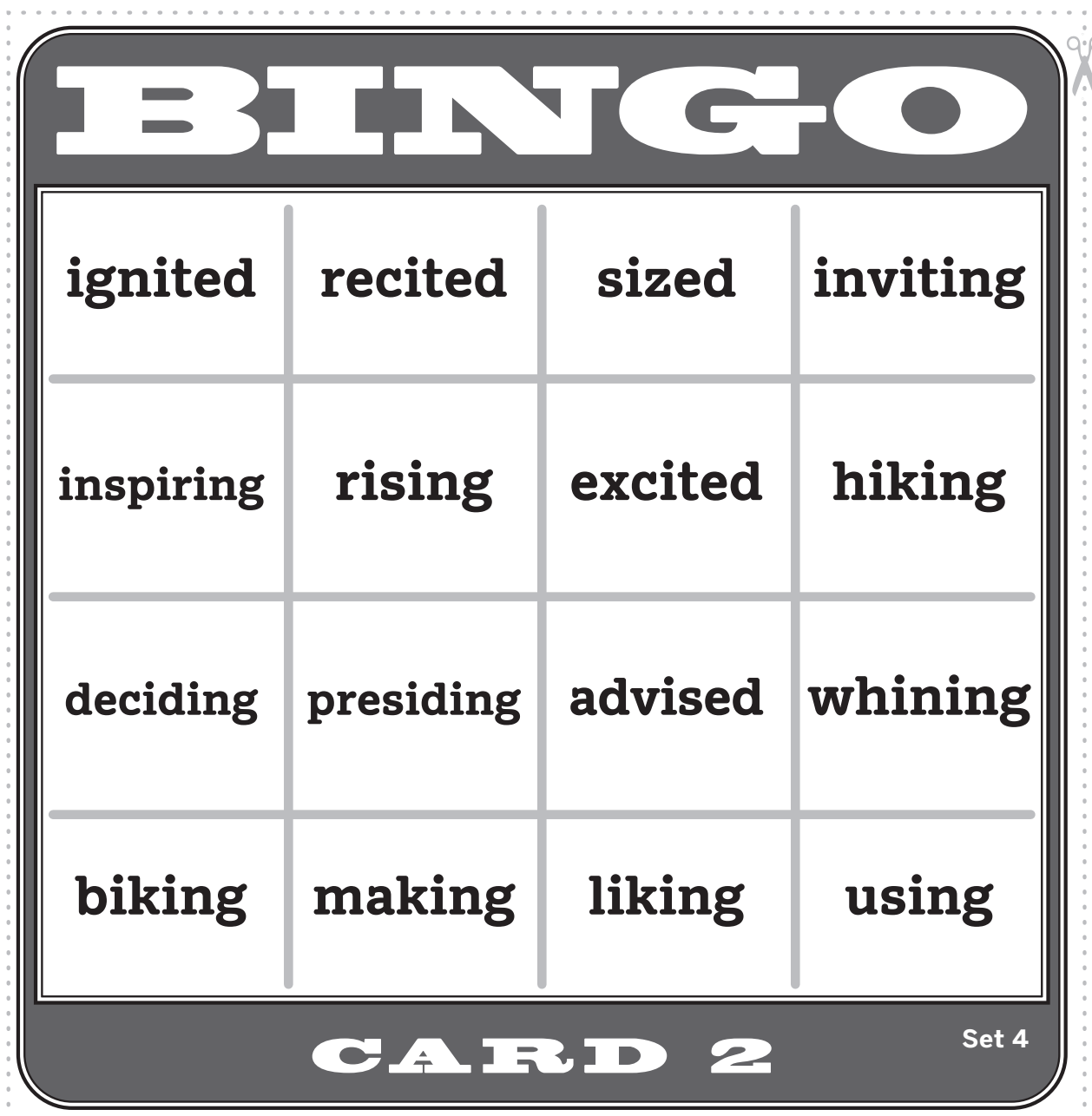


**liking**



## Phonics Bingo Cards Set 4



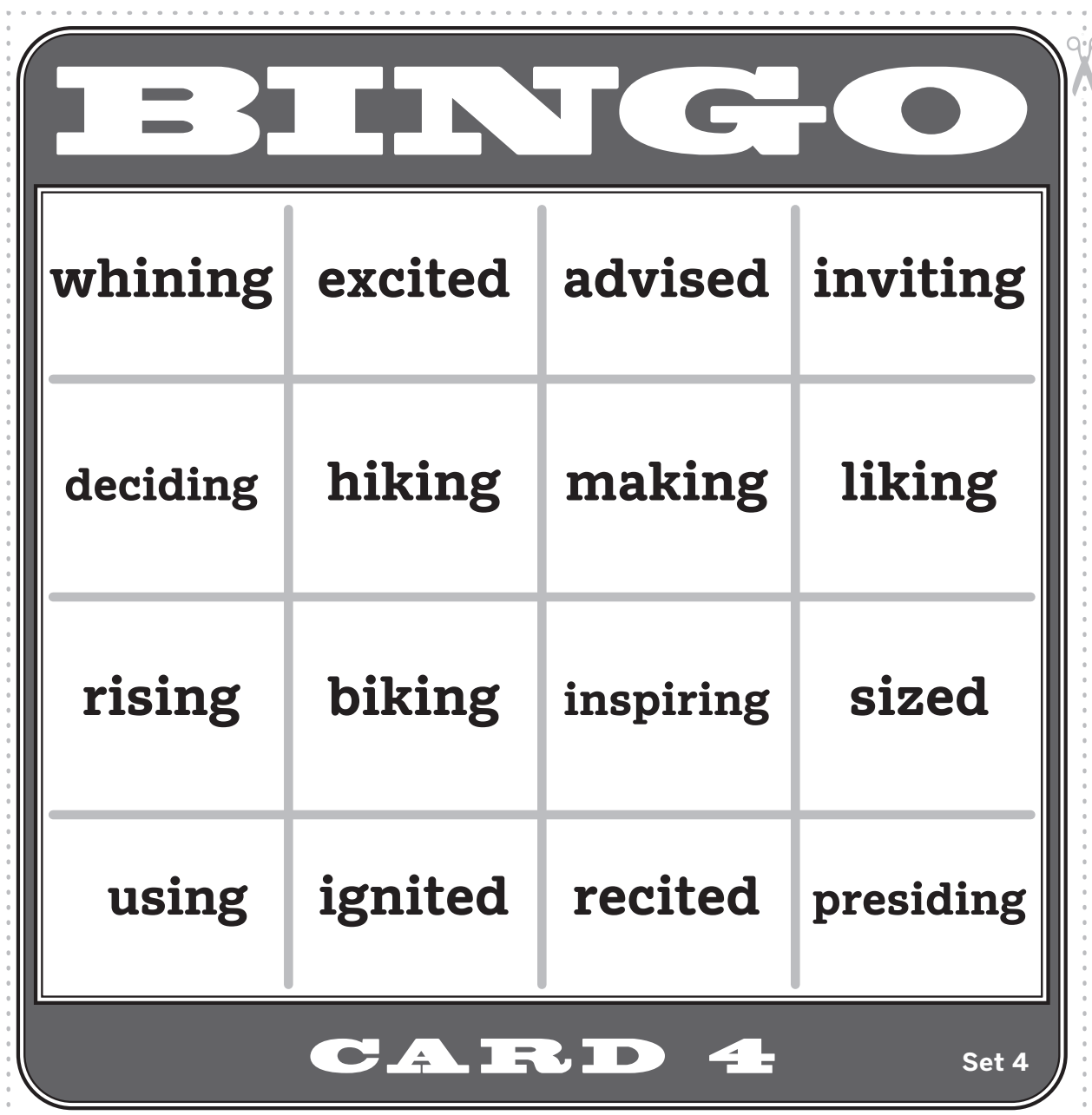


# BINGO


whining	advised	using	inviting
excited	liking	making	recited
biking	sized	presiding	deciding
hiking	inspiring	rising	ignited

**CARD 3**

Set 4







# BINGO

recited	inviting	inspiring	biking
deciding	excited	whining	sized
ignited	liking	hiking	rising
advised	making	presiding	using

**CARD 5** Set 4



# BINGO

using	rising	sized	biking
presiding	inspiring	whining	hiking
making	liking	inviting	excited
advised	deciding	ignited	recited

**CARD 6** Set 4





# BINGO

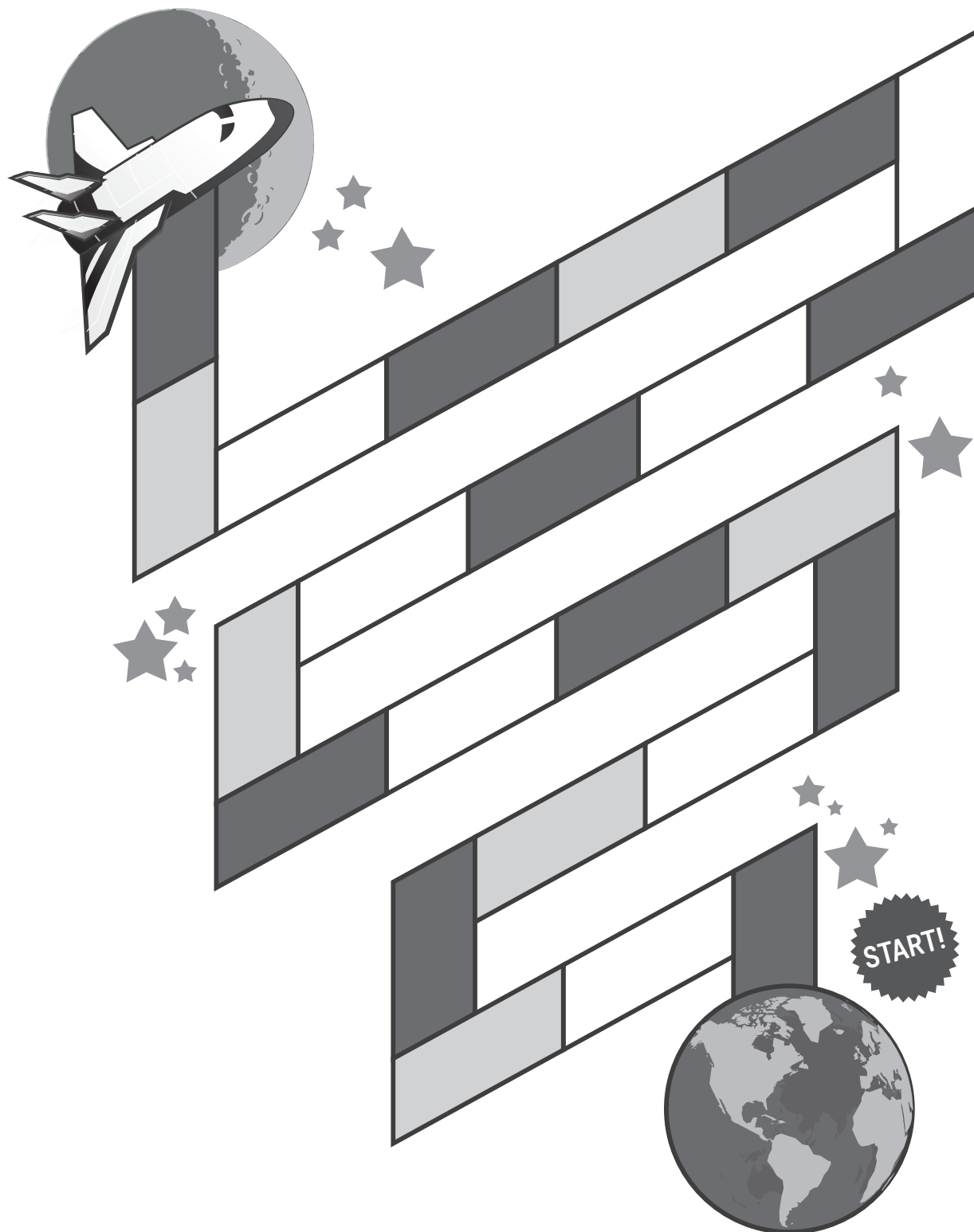
biking	recited	excited	hiking
advised	liking	using	inviting
deciding	making	rising	presiding
sized	whining	ignited	inspiring

**CARD 8** Set 4

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

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

## Moon Shot Game Board



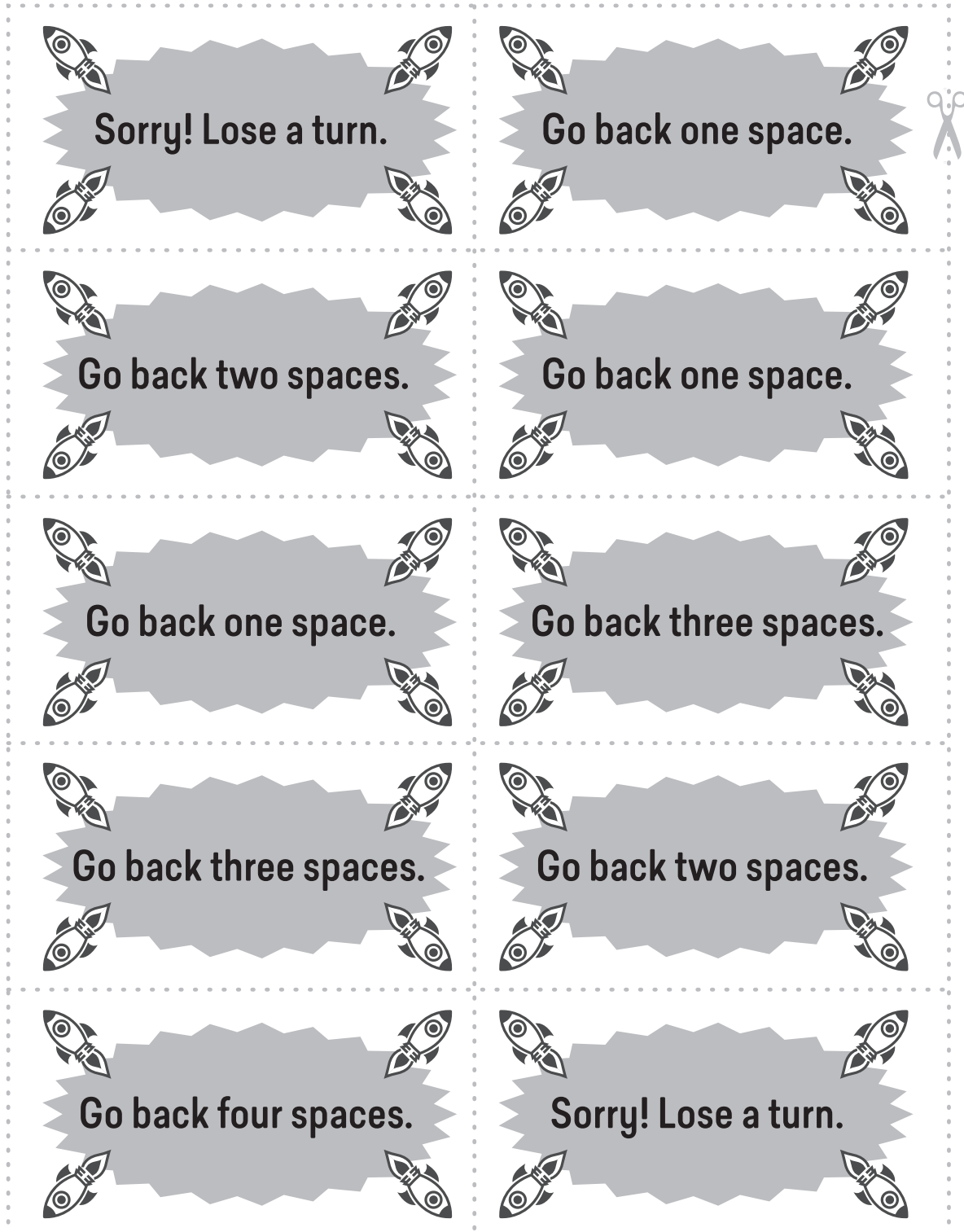
## Moon Shot Word Cards Set 2

Copy and cut out one set of cards per game.



admiring	valentine	immunize	recognize
realize	compromise	fertilize	vaporize
turbine	motorbike	reptile	invite
dislike	sidewalk	firehouse	satellite
define	subscribe	advertise	compile

# Moon Shot Oh No! Cards



## Moon Shot Good to Go! Cards





## Moon Shot Word Cards Set 3

Copy and cut out one set of cards per game.



wholesome

glucose

promotes

hambone

impose

homeland

enclosed

smokestack

devoted

enclosure

postpone

remote



compose

dispose

opposing

eroding

notebook

telephone

microphone

cobblestone

# Stomp the Sound Word Cards

Copy and cut out one set of word cards.



amusement

running

include

illustrate

refuse

updating



substitute

pumping

produce

muscle

using

drummer

contributes

viruses

## Stomp the Sound Word Cards

Copy and cut out one set of word cards.



illustrate

decorate

inhale

exhale

inflating

courageous

places

escape

scraping

braces

## Mix and Mingle Game Cards

Make one set of cards per small group.



guide

d

close

ing

skate

ing

move

ing

excite

ed

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

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

Mix and Mingle Game Cards



surprise

ed

elate

ed

love

ed

make

ing

save

ed

## ACTIVITY BOOK ANSWER KEY

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

1.1

Activity Page

### Highlight the Code

Highlight the letters that make the long 'a' sound in each word. Draw a slash to mark the syllables.

1. locate
2. debate
3. navigate
4. undertake
5. paraphrase

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

*It was hard to navigate the busy streets.*

Foundational Skills 3

5

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

1.2

Activity Page

### Reader Response

Answer the prompt about *Healthy Humans: How to Keep Your Body Strong* using at least one VCe word and the high frequency word. Write neatly in cursive, leaving spaces between words.

VCe words	High-frequency word
create	enough
amazing	
shape	
wake	
game	
make	
save	

Foundational Skills 3

7

1. What is the main message of pages 1–4?

*Creating a rest routine to get enough sleep makes our cells stronger and memory better.*

8

Foundational Skills 3

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

2.1

Activity Page

### Encode and Highlight

Write each sentence as it is said aloud by your teacher. Write neatly in cursive, leaving spaces between words. Find the word with the VCe pattern and highlight the split digraph.

1. *The book illustrates how the muscles work in our eyes.*
2. *Playing games outside can be a good way to relax.*
3. *Jumping and running help build our bones and makes us.*

Foundational Skills 3

9



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

2.2

Activity Page

### Reader Response

Draw a horseshoe around the VCe to mark the split digraph in each word. Use at least one word from the Word Bank to answer the prompt below about *Healthy Humans: How to Keep Your Body Strong*. Write neatly in cursive, leaving spaces between words.

#### Word Bank

athletes	inhale	awake	bedtime	hormone
include	produce	sometimes	exhale	escape

1. What does the author most likely want the reader to know about establishing a sleep routine?

*It is a routine that helps your body know when it's bedtime.*

2. According to the text, what is one way that can help you relax before going to sleep?

*You can inhale and exhale slowly to help you*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Foundational Skills 3

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

3.1

Activity Page

### Speak and Spell

Write the word you hear and see, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable	Full Word
1.	<i>ex</i>	<i>er</i>	<i>cise</i>	<i>exercise</i>
2.	<i>u</i>	<i>nite</i>		<i>unite</i>
3.	<i>pride</i>	<i>ful</i>		<i>prideful</i>
4.	<i>ex</i>	<i>cite</i>	<i>ment</i>	<i>excitement</i>
5.	<i>po</i>	<i>lite</i>	<i>ly</i>	<i>politely</i>

Write the sentence you hear your teacher recite. Write neatly in cursive, leaving spaces between words.

6. *Do you think it is important to exercise and drink water every day?*

Foundational Skills 3

13

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

3.2

Activity Page

### Reader Response

Answer the prompt using evidence from *Healthy Humans: How to Keep Your Body Strong*. Write neatly in cursive, leaving spaces between words.

What is the main message of the section, "Pumping Power"?

*The main message of the section, "Pumping Power" teaches us that the heart is a hardworking muscle that beats day and night.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Foundational Skills 3

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

3.3

Take-Home

### Find the Pattern

Dear Family Member,

Your student is learning to identify the VCe pattern in words that creates a long vowel sound. For example, the 'i' and 'e' work together in *despite* to make a long 'i' sound.

Have your student circle the two letters that work together in each word to make the long vowel sound.

- illustrate
- bedtime
- Include

Foundational Skills 3

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Use the words, *illustrate*, *bedtime*, and *include* to complete the sentences in the excerpt from the Unit 3 Reader, *Healthy Humans: How to Keep Your Body Strong*.

Going to sleep and waking up at the same time, even on weekends is a routine that helps your body know when it's bedtime. Right before bed, doing quiet things helps slow your body down.

Running around is fun, but it increases cortisol in your body. Cortisol is your body's stress hormone. Quiet activities could include playing quiet games or reading a book. You could even illustrate a picture. These activities lower cortisol and stress to help a body to relax.

Answer the prompt. Use the word *bedtime* in your response. Write neatly in cursive, leaving spaces between words.

4. How do you get ready for bedtime?

*Answers may vary.*

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Foundational Skills 3

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

4.1

Activity Page

### Create a Sentence

Match a phrase in the first column with a phrase in the second column to make a complete sentence. Write each sentence on the lines below neatly in cursive, leaving spaces between words. Circle the words in each sentence with a VCe pattern.

Be courageous by	a sleep routine.
Breathe in and exhale	and grows your muscles.
Exercise promotes heart health	to feel better.
Doctors advise following	trying new sports or games.

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

4.2

Activity Page

### Reader Response

Answer the prompt using evidence from *Healthy Humans: How to Keep Your Body Strong*. Write neatly in cursive, leaving spaces between words.

What is the main message of the section, "Clean Streets"?

*The main message of the section, "Clean Streets," is that it is important to have clean arteries that allow blood and white blood cells to travel around the body.*

1. *Be courageous by trying new sports or games.*

2. *Breathe in and exhale to feel better.*

3. *Exercise promotes heart health and grows your muscles.*

4. *Doctors advise following a sleep routine.*

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Foundational Skills 3

Foundational Skills 3

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

5.1

Activity Page

### Speak and Spell

Write the word you hear and see, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable	Full Word
1.	re	mote		remote
2.	an	te	lope	antelope
3.	ep	i	sode	episode
4.	mon	o	tone	monotone
5.	trom	bone		trombone

Write the sentence you hear your teacher recite. Write neatly in cursive, leaving spaces between words.

6. *Exercise helps my bones stay strong.*

Foundational Skills 3

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

5.2

Activity Page

### Reader Response

According to pages 18–22 of *Healthy Humans: How to Keep Your Body Strong*, what are some specific things you can do to stay healthy and strong? Be sure to write in complete sentences using your best cursive handwriting.

*Sample answer:*  
*According to pages 18–22, I can stay healthy and strong by exercising and eating healthy foods. Exercise helps my muscles grow strong, and healthy foods help give my body what it needs to have energy!*

Foundational Skills 3

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

6.1

Activity Page

### Reading and Dictation

Reading

Read each word. Circle the split digraph in each word.

1. envelope	2. awoke	3. enclosed	4. telescope	5. broken
-------------	----------	-------------	--------------	-----------

Dictation

Write each word and sentence as it is said aloud by your teacher. Write neatly in cursive.

6. *explode*
7. *provide*
8. *investigate*
9. *microscope*
10. *The cast celebrated after the final episode of the show.*
11. *The antelope needed to find water to survive.*

Foundational Skills 3

27

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

6.2

Activity Page

### Reader Response

You have been reading about making healthy choices, and you should encourage others to do the same. Create a flyer to share what you have learned so far in *Healthy Humans: How to Keep Your Body Strong*.

VCe Words		High-frequency Words
advise	inhale	growth
bedtime	produce	better
escape	sometimes	next
excite	unite	open
exhale	using	food
glucose	decorate	
homework	exercise	
hormone	illustrate	
include	organizing	
inflate		

Foundational Skills 3

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Remember to:

- ☐ Ensure you have shared at least two ideas for making healthy choices
- ☐ Use at least two VCe words and two high-frequency words
- ☐ Add graphics or illustrations to enhance your message

Creating a rest routine to get enough sleep makes  
our cells stronger and memory better.

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Foundational Skills 3

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

6.3

Take-Home

## Home Spelling Quiz

Dear Family Member,

Your student has been reviewing words with the VCe pattern. These are words with a silent 'e' that makes a long vowel sound. Ask your student to circle the letters that form the VCe pattern in each word. Then, conduct a spelling quiz with your student. Read aloud each word and use it in a sentence. Once complete, check the spellings and fix any errors together as needed.

Word Bank	
participate	valentine
compromise	suppose
calculate	motorbike
reptile	telephone
illustrate	sidewalk

Foundational Skills 3

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1. answers mary vary
2. answers mary vary
3. answers mary vary
4. answers mary vary
5. answers mary vary
6. answers mary vary
7. answers mary vary
8. answers mary vary
9. answers mary vary
10. answers mary vary

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Foundational Skills 3

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

7.1

Activity Page

## Speak and Spell

Write the word you hear by placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable	Full Word
1.	sa	lute		salute
2.	pro	duce		produce
3.	per	fume		perfume
4.	dis	tri	bute	distribute
5.	sub	sti	tute	substitute

Write the sentence you hear. Write neatly in cursive, leaving spaces between words.

6. I turned down the volume on the radio.
7. You were kind to include everyone in the game of tag.

Foundational Skills 3

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NAME: \_\_\_\_\_ 7.2 Activity Page  
DATE: \_\_\_\_\_

### Review VCe Sounds

Listen carefully to the word pronounced and match it with the corresponding VCe sound. Write each word neatly in cursive.

u_e /ue/	a_e /ae/	i_e /ie/	o_e /oe/
<i>include</i>	<i>awake</i>	<i>alive</i>	<i>telephone</i>
<i>intrude</i>	<i>shake</i>	<i>inside</i>	<i>broken</i>

Answer the following question about *Healthy Humans: How to Keep Your Body Strong*. Include a word from the list above. Write neatly in cursive, leaving spaces between words.

Why is it important for people to drink plenty of water?

*Sample answer: It is important for people to drink plenty of water because it is important for being alive. Our body uses water to help everything in our bodies work properly. For example, water helps carry waste in our body out.*

Foundational Skills 3

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NAME: \_\_\_\_\_ 7.3 Take-Home  
DATE: \_\_\_\_\_

### Fluency Practice

Dear Family Member,

Your student has been reading *Healthy Humans: How to Keep Your Body Strong* and practicing reading fluently. Please have your student read this excerpt from the text aloud. Encourage your student to focus on accuracy (reading the words correctly) and fluency (reading the words smoothly). Ask your student to share what they've learned so far from reading *Healthy Humans: How to Keep Your Body Strong*.

We sweat to cool down when we run around, especially on a sunny day. This sweat is our body's way of saying, "Whew! It's hot!"

There are tunnels from the glands to our skin that send sweat to our skin when we are too hot. The air dries the sweat, which is mostly water, on our skin. It's like getting out of a shower or pool and feeling the cool air.

The sweat takes heat away as it dries, but it also takes away the water. When we're sweaty, there is no substitute for drinking water. Sweating uses up some of our water, so we must drink more to stay cool and hydrated.

Foundational Skills 3

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NAME: \_\_\_\_\_ 8.1 Activity Page  
DATE: \_\_\_\_\_

### Reading and Dictation

Reading

Point to the first sentence. Follow your teacher's directions.

1. That store solely sells fresh food.
2. My dad likes to eat boneless chicken wings to refuel after working out.
3. She bravely walked across the rope bridge.
4. I am grateful to rest my body after playing.

Dictation

Write each word as it is said aloud by your teacher. Write neatly in cursive.

5. *tirelessly*
6. *hopefully*
7. *useful*
8. *absolutely*
9. *shameful*

Foundational Skills 3

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NAME: \_\_\_\_\_ 8.2 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Circle the suffix in each word and answer the question below using any of the words below. Write neatly in cursive, leaving spaces between words.

regularly useful flawless

What is the section titled "Keep it Clean" mostly about?

*It is about washing regularly to avoid germs.*

Foundational Skills 3

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

9.1

Activity Page

### Spell with Consonant Suffixes

Write the word your teacher says. Draw a horseshoe around the split digraph in each word. Underline the suffix in each word.

1. graceful

2. solely

3. securely

4. timeless

5. strangely

Write a sentence for each word you wrote above. Write neatly in cursive, leaving spaces between words.

6. Answers may vary.

7. Answers may vary.

Foundational Skills 3

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8. Answers may vary.

9. Answers may vary.

10. Answers may vary.

Foundational Skills 3

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

9.2

Activity Page

### Reader Response

Read the words in the word bank from *Healthy Humans: How to Keep Your Body Strong*. For the split digraph words, add the suffix and write the new word. Use the words from the Word Bank to fill in the blanks. Write neatly in cursive.

Word Bank

droplet + s = <u>droplets</u>	scrub + ing = <u>scrubbing</u>	sneeze + ing = <u>sneezing</u>
cave	tissue + s = <u>tissues</u>	combine + ed = <u>combined</u>

Being healthy is important and there are easy things we can do to keep germs away. Because our nose is a warm cave for germs, it is a good idea to use tissues to trap germ-filled water droplets when we sneeze or blow our noses. Another helpful tip is to wash your hands frequently. Water works better when combined with soap. Also, remember to wash your hands after coughing or sneezing. To make sure you wash long enough, sing the song, "Happy Birthday" two times while scrubbing your hands with soap and water. Can you think of some other ideas to keep your body healthy and strong?

Foundational Skills 3

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

10.1

Activity Page

### Mix and Mingle

Connect base word cards and suffix cards with your classmates to form real words. Correctly spell each word you form on a line. Write neatly in cursive.

1. answers may vary

2. answers may vary

3. answers may vary

4. answers may vary

5. answers may vary

Use a dictionary to identify the part of speech and meaning of any two of the words above.

6. answers may vary

7. answers may vary

Foundational Skills 3

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NAME: \_\_\_\_\_ 10.2 Activity Page  
DATE: \_\_\_\_\_

### Encode and Apply

Complete the table by adding vowel suffixes to each base word. Write neatly in cursive.

	-y	-ed	-ing
remove		<i>removed</i>	<i>removing</i>
shine	<i>shiny</i>		<i>shining</i>
rinse		<i>rinsed</i>	<i>rinsing</i>
paste	<i>pastry</i>	<i>pasted</i>	<i>pasting</i>

Use a word from the table to answer the prompt using evidence from the text. Write neatly in cursive, leaving spaces between words.

What key details support the central idea that dental hygiene is important to good health?

*Removing germs and leftover food from our teeth not only keeps them shiny, but we avoid bad breath, puffy gums, and protect organs like our heart.*

NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

### Identify Vowel Suffixes

Separate the word in the first column into its base word and suffix.

	Base Word	Vowel Suffix
<b>separated</b>	<b>separate</b>	<b>-ed</b>
1. closest	<i>close</i>	<i>-est</i>
2. later	<i>late</i>	<i>-er</i>
3. making	<i>make</i>	<i>-ing</i>
4. moved	<i>move</i>	<i>-ed</i>

Choose one of the words from the first column and use it in your own sentence. Write neatly in cursive, leaving spaces between words.

5. *Grandma is making cookies!*

NAME: \_\_\_\_\_ 11.2 Activity Page  
DATE: \_\_\_\_\_

### Extra Innings Baseball

Write each word neatly in cursive. Then, underline the suffix and write the meaning of the word.

- answers may vary*
- answers may vary*
- answers may vary*
- answers may vary*
- answers may vary*

NAME: \_\_\_\_\_ 11.3 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Answer the question using details from the text. Write neatly in cursive, leaving spaces between words.

What key details in the text support the idea that dentists help make our teeth healthy?

*The text says that dentists can clean tartar from your teeth and do fluoride treatments to keep them healthy.*

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NAME: \_\_\_\_\_ 12.1 Activity Page  
DATE: \_\_\_\_\_

### Partner Dictation

Write the words you can make using the base word your partner says and the suffixes available. Write neatly in cursive.


Write a sentence using one or more of the words you made. Write neatly in cursive, leaving spaces between words.

*answers may vary*

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NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Combine the base word and suffix to make a Word Bank of words you read in *Healthy Humans: How to Keep Your Body Strong*. Then, use at least one word from the Word Bank to answer the prompts. Write neatly in cursive, leaving spaces between words.

Base	Suffix	Word Bank
excite	-ed	<i>excite</i>
increase	-ing	<i>increasing</i>
notice	-able	<i>noticeable</i>
exercise	-ing	<i>exercising</i>
manage	-able	<i>manageable</i>

1. According to the text, what is one way we can control stress and reduce adrenaline?

*We can control stress and reduce adrenaline by exercising.*

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2. What does the author want you to know about the connection between exercise and endorphins?

*The author wants the reader to know that when we exercise, our body makes endorphins that help us have good thoughts and make hard times more manageable.*

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NAME: \_\_\_\_\_ 12.3 Take-Home  
DATE: \_\_\_\_\_

### Vowel and Consonant Suffixes

Dear Family Member,

Your student is learning to add consonant (like *-ful*) and vowel (like *-ing*) suffixes to base words to create new words with new meanings.

Have them read the words and suffixes in the first two columns, then combine the base word and suffix to write the new word in the third column. Remind them that a consonant suffix does not change the base word; a vowel suffix replaces the silent 'e.'

Base	Suffix	New Word
compete	-ed	competed
close	-ing	closing
use	-ful	useful
vote	-er	voter
blame	-less	blameless
brave	-est	bravest
pave	-ment	pavement
extreme	-ly	extremely
compete	-ing	competing
rate	-ed	rated
whine	-y	whiny
like	-ing	liking

Foundational Skills 3

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NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

What is the section "Friendly Faces" mostly about? Be sure to use details from the text to support your answer. Write neatly in cursive, leaving spaces between words.

*Friendly Faces is mostly about how having good friends is good for our health. For example, being with friends can lead to lower stress levels, which might make you less likely to get sick. Friends also make us feel good about ourselves and give us a sense of belonging.*

Foundational Skills 3

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NAME: \_\_\_\_\_ 14.1 Assessment  
DATE: \_\_\_\_\_

### Fluency Assessment

Read aloud the text below.

#### Greenfield

As the sun was rising, it painted the sky with color. The sky was a rainbow of red, orange, pink, and purple. The town of Greenfield buzzed with excitement. It was Greenfield's 100th birthday. The mayor planned an amazing parade to celebrate. He invited the whole town. Today was the parade, and everyone was gathering on Main Street.

Uma, a young girl living in Greenfield, was part of a dance team. The mayor had asked her team to perform in the parade, so they had been practicing every day as they learned the new dance. They even chose new costumes for the parade that made them look like bright, smiling suns. The weather on the day of the parade matched their costumes perfectly!

As the parade began, Uma felt extremely happy to be a part of it. She had never marched in a parade before, and she was proud to represent her town and her team. She smiled as she marched down Main Street.

As her dance team performed their new dance, she recognized many friends and neighbors. She smiled and waved to them. As the parade ended, the people of Greenfield gathered for a festival in a park outside of town hall. There was yummy food and a party band. As the sun set, there was a loud bang! Red, yellow, and green fireworks exploded into the air. Everyone cheered loudly. It was awesome!

Foundational Skills 3

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Uma enjoyed the chance to celebrate her town's birthday. This was a once-in-a-lifetime experience. She felt very proud to be a part of the amazing celebration.

As the celebrations wound down, Uma saw a poster promoting an exciting art contest for Greenfield's big birthday bash. The task? To create a special artwork showing why Greenfield is amazing. Uma's eyes lit up with excitement! She thought about all the beautiful things in her town—the park, the colorful houses, and the friendly faces. Determined to make something wonderful, Uma embraced the contest, ready to paint a picture that would make Greenfield proud!

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Foundational Skills 3

NAME: \_\_\_\_\_ 14.2 Assessment  
DATE: \_\_\_\_\_

### Fluency Assessment Questions

Read each question and circle the correct answer.

- Which detail from the story supports the idea that the parade was a special event for Greenfield?  
A. The mayor wanted to celebrate Uma's 9th birthday.  
☒ B. The town wanted to celebrate Greenfield's 100th birthday.  
C. Uma had never marched in a parade before.  
D. The mayor wanted to see fireworks explode in the air.
- Which sentence from the story shows that the parade was a community event?  
A. "It was awesome!"  
B. "They dressed as bright, smiling suns."  
C. "Uma felt extremely happy to be a part of it."  
☒ D. "Today was the parade, and everyone was gathering on Main Street."
- What did Uma and her team do to prepare for the parade?  
A. They asked their neighbors and friends to come to the parade.  
☒ B. They practiced every day to learn a new dance.  
C. They practiced marching around the town.  
D. They performed their new dance at school.

Foundational Skills 3

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- What was the weather like on the day of the parade?  
☒ A. Sunny and bright  
B. Cold and rainy  
C. Warm and windy  
D. Overcast and dry
- What sentence from the story best supports the idea that Uma was happy to be a part of the parade?  
A. "The mayor had asked her team to perform in the parade."  
B. "The weather on the day of the parade matched their costumes perfectly!"  
☒ C. "She smiled as she marched down Main Street."  
D. "Everyone cheered loudly."
- What is the most likely reason Uma smiled during her dance performance?  
☒ A. She was dancing with the party band.  
B. She saw her friends and neighbors.  
C. She was riding on a parade float.  
D. She was dressed as a smiling sun.
- How did the town react to the fireworks at the end of the parade?  
A. They cried.  
B. They booed.  
☒ C. They smiled and waved.  
D. They cheered loudly.

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Foundational Skills 3

- What conclusion can you draw about Uma's participation in the parade?  
A. She was tired from all the effort.  
☒ B. She was grateful for the opportunity.  
C. She enjoyed the yummy food and party band.  
D. She wished she hadn't gone.

Foundational Skills 3

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NAME: \_\_\_\_\_ 15.1 Assessment  
DATE: \_\_\_\_\_

### Reading Assessment

Circle the word that your teacher says out loud.

- |   |   |   |   |
|---|---|---|---|
| 1. <input checked="" type="radio"/> parade      | pouring                                   | party                                   | paragraph                                   |
| 2. incite                                       | invite                                    | ignite                                  | <input checked="" type="radio"/> incline    |
| 3. surmise                                      | <input checked="" type="radio"/> sunrise  | comprised                               | precise                                     |
| 4. antelope                                     | <input checked="" type="radio"/> envelope | telescope                               | enclosure                                   |
| 5. constitute                                   | distribute                                | compute                                 | <input checked="" type="radio"/> contribute |
| 6. braver                                       | <input checked="" type="radio"/> bravery  | bravest                                 | braved                                      |
| 7. lovely                                       | loner                                     | <input checked="" type="radio"/> lonely | loaned                                      |
| 8. <input checked="" type="radio"/> hoping      | hoped                                     | hopeful                                 | hope  |
| 9. grading                                      | greatest                                  | <input checked="" type="radio"/> graded | grinder                                     |
| 10. <input checked="" type="radio"/> changeable | changing                                  | changed                                 | exchanges                                   |

Foundational Skills 3

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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.

1. amaze (a\_e)
2. decorate (a\_e)
3. widely (i\_e, suffix -ly)
4. telescope (o\_e)
5. included (u\_e, suffix -ed)
6. peaceful (keep final e, suffix -ful)
7. smiling (drop final e, suffix -ing)
8. biting (drop final e, suffix -ing)
9. encouraging (drop final e, suffix -ing)
10. noticeable (keep final e, suffix -able)

Foundational Skills 3

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Write the sentence that your teacher says out loud. Write neatly in cursive, leaving spaces between words.



I was excited to see the waveless and shiny  
sea at night while on my trip (i\_e, a\_e,  
-less suffix, -ly suffix, drop final e)

Foundational Skills 3

74

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.1 Activity Page

### Fill in the Blank

Fill in the blank with the word in parenthesis, adding the appropriate suffix from the box. Write neatly in cursive.

-ly	-ful	-less
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Example:

I enjoy smelling the lovely rose. (love)

1. We are hopeful for nice weather today since there are no clouds in the sky. (hope)
2. The broken pencil was useless for writing. (use)
3. The ring was made purely of gold. (pure)
4. He could not find his favorite toy anywhere and started to feel hopeless. (hope)
5. They were careful not to disturb the sleeping puppy. (care)
6. The parents spent their money wisely. (wise)

Foundational Skills 3

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.2 Activity Page

### Write Sentences

Add a suffix from the box to the word in parenthesis and use it in a sentence. Write neatly in cursive, leaving spaces between words.

-ed	-ing	-er
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Example:

(write) The writer wrote a story.

1. (chase)  
The girl chased the dog down the road.
2. (drive)  
We are driving to the restaurant.

Foundational Skills 3

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3. (race)

*The boys raced each other to see who was the fastest.*

4. (poke)

*The pin poked my finger.*

5. (skate)

*The figure skater glided across the ice.*

6. (hike)

*The family hiked together up the mountain.*

NAME: \_\_\_\_\_ PP.3  
DATE: \_\_\_\_\_ Activity Page

### Pete's Bike Ride

Pete loved riding his bike to the lake. The sun was shining brightly as he pedaled along the winding path. He passed tall trees and colorful flowers on the way.

When Pete arrived at the lake, he saw a graceful swan gliding across the water. It was all alone. Pete smiled and waved at the swan. He took out his camera to capture the scene. Suddenly, the swan let out a soft call, surprising Pete. He laughed and snapped a picture.

After spending some time by the lake, Pete turned his bike around and started the journey back home. The breeze felt refreshing on his face as he rode. He listened to the birds chirping happily in the trees. Pete felt happy and content as he pedaled along the path. When he reached home, he couldn't wait to tell his family about his bike ride to the lake.

# 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.

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## **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.

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## **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.

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## THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for leaving many children behind. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

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## 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.”

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## 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’	<b>bat, ebb</b>
/ch/	‘ch’	‘tch,’ ‘t’	<b>chop, watch, future</b>
/d/	‘d’	‘dd,’ ‘ed’	<b>mad, rudder, played</b>
/f/	‘f’	‘ff,’ ‘ph,’ ‘gh’	<b>fox, stuff, phone, rough</b>
/g/	‘g’	‘gg,’ ‘gu,’ ‘gh,’ ‘gue’	<b>get, egg, guess, ghost, vague</b>
/h/	‘h’	‘wh’	<b>hat, who</b>
/j/	‘j’	‘g,’ ‘dge,’ ‘dg,’ ‘ge,’ ‘d’	<b>jump, giant, judge, judging, barge, education</b>
/k/	‘c,’ ‘k’	‘ck,’ ‘cc,’ ‘ch’	<b>cat, kit, rock, raccoon, school</b>
/l/	‘l’	‘ll’	<b>lip, bell</b>
/m/	‘m’	‘mm,’ ‘mn,’ ‘mb’	<b>mat, hammer, hymn, lamb</b>
/n/	‘n’	‘nn,’ ‘kn,’ ‘gn’	<b>net, runner, knot, gnat</b>
/ng/	‘ng’	‘n’	<b>thing, think</b>
/p/	‘p’	‘pp’	<b>pit, pepper</b>
/qu/	‘qu’		<b>quit</b>
/r/	‘r’	‘rr,’ ‘wr,’ ‘rh’	<b>red, squirrel, wrong, rhombus</b>
/s/	‘s’	‘ss,’ ‘c,’ ‘sc,’ ‘st,’ ‘ce,’ ‘se’	<b>sit, dress, city, science, whistle, prince, rinse</b>
/sh/	‘sh’	‘ss,’ ‘s,’ ‘ch,’ ‘ssi,’ ‘si,’ ‘ti,’ ‘ci’	<b>ship, assure, sure, chef, session, tension, Martian, Grecian</b>
/t/	‘t’	‘tt,’ ‘ed,’ ‘bt’	<b>top, mitt, walked, doubt</b>
/th/	‘th’		<b>thin</b>
/th/	‘th’	‘the’	<b>them, bathe</b>
/v/	‘v’	‘ve’	<b>vet, valve</b>
/w/	‘w’	‘wh’	<b>wet, when</b>
/x/	‘x’		<b>tax</b>
/y/	‘y’		<b>yes</b>
/z/	‘z’	‘zz’	<b>zip, buzz</b>
/zh/	(none)	‘ge,’ ‘j,’ ‘s’	<b>garage, Jacques, treasure</b>

Basic and Advanced Code: Vowels			
Phoneme	Basic code spelling	Advanced Code Spelling	Example Words
/a/	'a'		cat
/ae/	'a_e'	'a,' 'ai,' 'ay,' 'ei,' 'ey,' 'eigh,' '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.

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## 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 at 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.

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### **SMALL-GROUP WORK**

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt 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.

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### **ADJUSTING THE SPEED OF INSTRUCTION**

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to accelerate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your

observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who need additional help with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of additional support can be moved to the appropriate group, while students who are making progress can advance.

## Appendix B:

# Grade 3 Scope and Sequence

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### 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

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## UNIT 7

- read and spell multisyllabic words with diphthongs
- spell homophones
- spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- identify, use, and explain the meaning of homophones and homographs
- read and spell the Tricky Words *accidental*, *accidents*, *ancient*, *breathe*, *patient*, *patrolling*, *technician*, *temperature*, and *unusual*
- read and spell the high-frequency words *real*, *hurt*, *begin*, *both*, *start*, *above*, *once*, and *example*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

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## UNIT 8

- identify, use, spell, and explain the meaning of homophones



- read and spell multisyllabic words with vowel teams *ai, ay, oo, ew, ue, and ui*
- read and spell *abbreviations*
- read and spell words with prefixes *anti-, in-, and pro-*
- read 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 'eigh' and 'ough'
- read multisyllabic words with final stable syllables *-ble*, *-tle*, and *-gle*
- read abbreviations
- read and spell compound words
- read and spell words with affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms
- read and spell the Tricky Words *brilliant*, *journey*, *technique*, *rhythm*, *language*, *distinguishing*, *doubting*, *conquer*, *natural*, *rhythms*, *annual*, and *stomach*
- read and spell the high-frequency words *eight*, *school*, *enough*, *show*, *watch*, *song*, *almost*, and *list*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## 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.

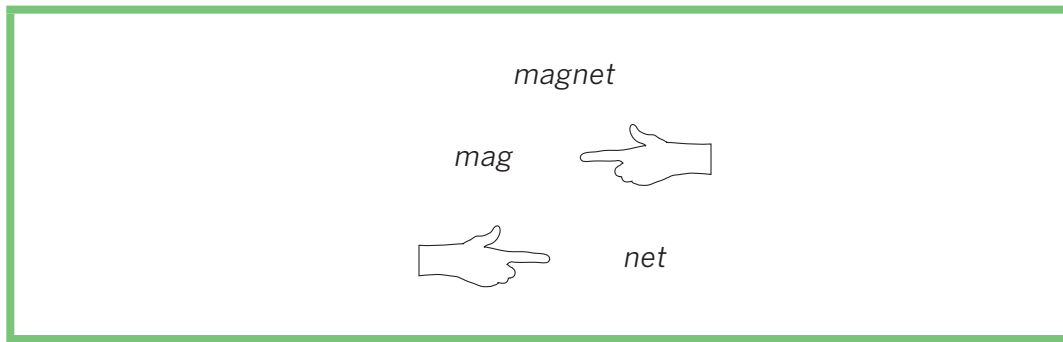
Two closed syllables in a word are divided as follows:

- 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:

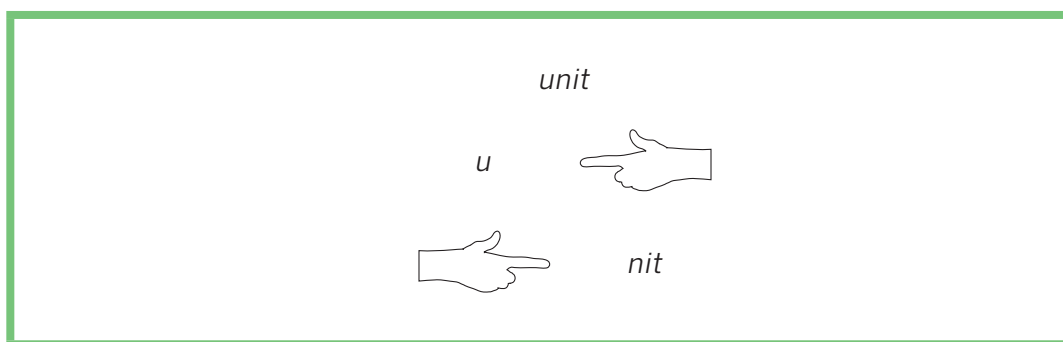


- In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.
- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:  
*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:

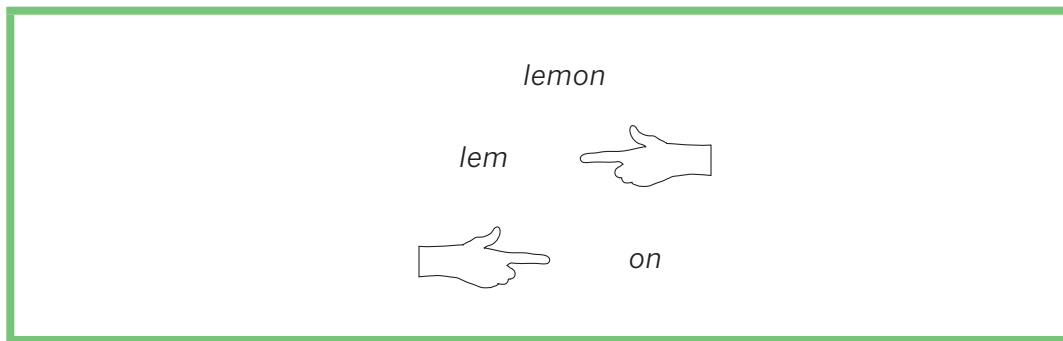
*pu · pil      vi · rus      mo · ment*



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:

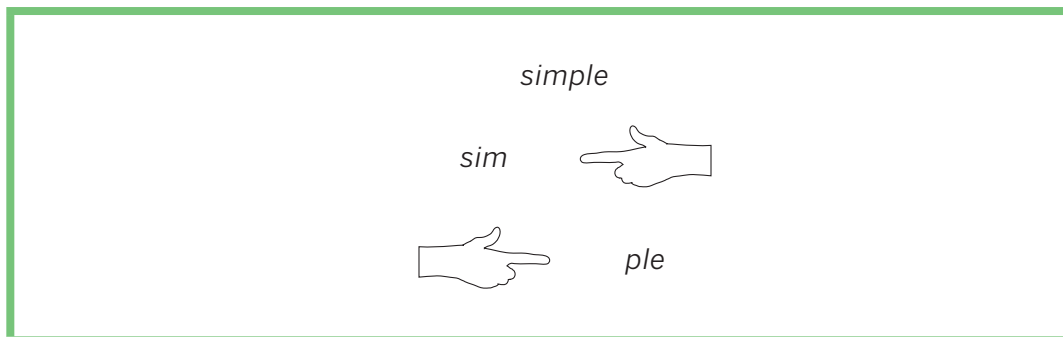
*cam · el*      *mel · on*      *pun · ish*



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      self · ish      sad · ness      help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

### Foundational Skills 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. 8, p. 13, p. 20, p. 22, p. 25, p. 32, p. 37, p. 44, p. 47, p. 52, p. 57, p. 64, p. 74, p. 79, p. 86, p. 92, p. 98, p. 108, p. 114, p. 128, p. 133
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 8, p. 11, p. 32, p. 35, p. 44, p. 47, p. 52, p. 55, p. 74, p. 75, p. 77, p. 86, p. 89, p. 108, p. 111
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. 20, p. 25, p. 32, p. 37, p. 44, p. 49, p. 64, p. 69, p. 74, p. 79, p. 86, p. 92, p. 98, p. 103, p. 118, p. 123, p. 140, p. 145, p. 150, p. 154
TEKS 3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols	p. 8, p. 13, p. 20, p. 25, p. 52, p. 57, p. 69, p. 74, p. 79, p. 98, p. 101, p. 108, p. 111, p. 118, p. 121, p. 128, p. 131, p. 140, p. 143, p. 150, p. 153
TEKS 3.1.E	develop social communication such as conversing politely in all situations	p. 150, p. 153

(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. 8, p. 11, p. 13, p. 20, p. 22, p. 25, p. 32, p. 35, p. 37, p. 44, p. 47, p. 49, p. 52, p. 55, p. 64, p. 67, p. 69, p. 74, p. 75, p. 77, p. 79, p. 158, p. 161
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	
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	p. 86, p. 89, p. 98, p. 101, p. 103, p. 108, p. 111, p. 114, p. 118, p. 121, p. 123, p. 128, p. 131, p. 133, p. 140, p. 143, p. 145, p. 150, p. 153, p. 158, p. 161
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list	p. 8, p. 13, p. 20, p. 25, p. 32, p. 37, p. 52, p. 57, p. 74, p. 79, p. 86, p. 92, p. 98, p. 103, p. 140, p. 145

(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. 8, p. 11, p. 20, p. 22, p. 32, p. 35, p. 44, p. 49, p. 52, p. 55, p. 64, p. 67, p. 74, p. 75, p. 77, p. 158, p. 161
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	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes	



## Foundational Skills 2

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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. 86, p. 89, p. 98, p. 101, p. 108, p. 111, p. 114, p. 118, p. 121, p. 123, p. 128, p. 131, p. 140, p. 143, p. 145, p. 150, p. 153, p. 158, p. 161
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. 8, p. 11, p. 20, p. 22, p. 32, p. 35, p. 44, p. 49, p. 52, p. 55, p. 64, p. 67, p. 74, p. 75, p. 77, p. 86, p. 98, p. 101, p. 108, p. 111, p. 114, p. 118, p. 121, p. 128, p. 131, p. 153, p. 158, p. 161
(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. 8, p. 13, p. 20, p. 25, p. 32, p. 37, p. 52, p. 57, p. 74, p. 79, p. 108, p. 111, p. 128, p. 133
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	p. 8, p. 13, p. 14, p. 20, p. 25, p. 32, p. 37, p. 52, p. 57, p. 74, p. 79, p. 86, p. 92, p. 98, p. 103, p. 118, p. 123, p. 128, p. 133, p. 140, p. 145
TEKS 3.3.C	identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i>	p. 86, p. 89, p. 98, p. 101, p. 108, p. 111, p. 114, p. 118, p. 123
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. 32, p. 37, p. 44, p. 49, p. 64, p. 69, p. 150, p. 154
(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. 150, p. 153, p. 158, p. 163
(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:		

Foundational Skills 2		Correlation—Teacher's Guide
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	p. 64, p. 69
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	
(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:		

## Foundational Skills 2

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TEKS 3.10.A	explain the author's purpose and message within a text	
TEKS 3.10.B	explain how the use of text structure contributes to the author's purpose	
TEKS 3.10.C	explain the author's use of print and graphic features to achieve specific purposes	
TEKS 3.10.D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	
TEKS 3.10.E	identify the use of literary devices, including first- or third-person point of view	
TEKS 3.10.F	discuss how the author's use of language contributes to voice	
TEKS 3.10.G	identify and explain the use of hyperbole	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 3.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 3.11.B.i	organizing with purposeful structure including an introduction and conclusion	
TEKS 3.11.B.ii	developing an engaging idea with relevant details	
TEKS 3.11.C	revise drafts 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	
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	

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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;	p. 136
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. 11, p. 23, p. 90
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. 23, p. 35, p. 143
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. 55, p. 68, p. 112
(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. 35, p. 50, p. 55, p. 68, p. 125
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;	
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;	

## Foundational Skills 2

## Correlation—Teacher's Guide

ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	p. 95, p. 105, p. 116, p. 136, p. 154
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;	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	p. 147
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;	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	

## Foundational Skills 2

## Correlation—Teacher's Guide

ELPS 3.I	adapt spoken language appropriately for formal and informal purposes; and	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	
(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. 77
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;	p. 122
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;	p. 17
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. 50, p. 71, p. 81, p. 116, p. 125
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. 59, p. 95
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	p. 154, p. 163
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. 29, p. 40, p. 81, p. 105, p. 147
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	

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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. 48, p. 154
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	p. 131
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe 's') correctly; and (iii) using negatives and contractions correctly;	p. 102
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	



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