

### **GRADE 3 FOUNDATIONAL SKILLS UNIT 4**

# Teacher Guide

#### Grade 3

### Foundational Skills 4

### **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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## Grade 3 | Foundational Skills 4 Introduction

#### **UNIT 4 OVERVIEW**

This unit introduces several new skills that students will revisit or build upon in later units. It begins with the introduction of common vowel teams representing long vowel sounds, moves to prefixes and suffixes, and ends with homophones. Developing these foundational skills is essential to students' proficient reading of multisyllabic words and reading comprehension.

Students will first work on decoding and encoding multisyllabic words with the vowel teams ee/ea, ai/ay, and ue. In these lessons, students will apply knowledge of long vowel sounds to new multisyllabic words.

Students will then work with the prefixes un, dis, mis, re, and pre as well as the suffixes -ist and -ian. Students will learn how these affixes change the meaning of base words. They will also learn that affixes add a syllable to the base word and often change the part of speech as well. As they complete oral and written exercises in this unit, students will have opportunities to apply their new knowledge of how the meanings change when an affix is applied.

Finally, students will identify, use, and explain the meaning of homophones, as well as practice spelling homophones. Learning and understanding the meanings of homophones is an important part of vocabulary and spelling development.

#### 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 4, instruction focuses on vowel teams. Students build on this concept by examining how a vowel suffix, especially when attached to a base word that ends in a vowel, changes the spelling of the base word.

#### TRICKY WORDS & HIGH-FREQUENCY WORDS

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

The Tricky Words taught in this unit are:

- Lesson 1 adventure
- Lesson 5 lifeguard
- Lesson 6 delicious
- Lesson 8 library

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 always, sometimes
- Lesson 2 said, something
- Lesson 3 idea
- Lesson 5 fall
- Lesson 7 draw, paper
- Lesson 9 never last
- Lesson 12 today

#### READER: FRANKIE FIGURES IT OUT

Frankie Figures It Out is a story about a young girl named Frankie who learns the importance of rules. Initially, Frankie finds rules confusing, whether it's not climbing up a slide at the park or being told not to run at the zoo. She and her mother spend a day being Rules Detectives, looking for all the ways that rules guide our daily lives. Throughout the day, Frankie experiences various situations, from nearly getting hurt at a swimming pool to understanding the need for order in a library and at her mom's office. These experiences teach her the purpose of rules in ensuring safety, fairness, and organization. By the end of the day, Frankie realizes that rules are essential for a safe and harmonious society.

#### **UNIT 4 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 overall 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

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.

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

#### PAUSING POINT

An extensive listing of additional activities to teach and practice Unit 4 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 individual 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 online materials. This component has been designed to complement the unit. It consists of poetry, folklore, and fables. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression), 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.

#### TEACHER RESOURCES

- Grade 3 Individual Code Chart
- Tricky Word Assessment (optional)
- Tricky Word List
- Additional Support Activity Pages
- Activity Book Answer Key
- Anecdotal Reading Record—Unit 4
- Grade 3 Foundational Skills Record
- · Grade 3 Fluency Record
- Grade 3 End-of-Year Summary
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 2 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 4

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons in Unit 4. 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:

- chart paper (1)
- dice (3)
- spelling cards (1)
- whiteboards (4)
- dry erase markers (4)
- digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the program's online materials. (5)

#### **REVIEW**

## Vowel Teams ee and ea

#### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read and spell multisyllabic words with vowel teams.

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

#### Reading

Students will read Chapter 1 of *Frankie Figures It Out* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

Students will read multisyllabic words with vowel teams. TEKS 3.2.A.ii

Students will identify and read the Tricky Word adventure and the high-

frequency words always and sometimes. 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

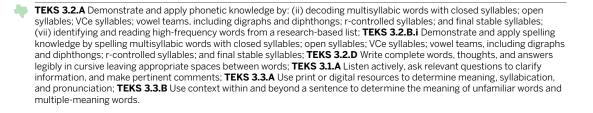
multiple-meaning words. TEKS 3.3.B

#### FORMATIVE ASSESSMENT

**Activity Page 1.1** 

Dictation





#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Review Vowel Teams ee and ea	Whole Group	10 min.	☐ Individual Code Chart ☐ Spelling Cards: /ee/ > ea (beach) and /ee/ > ee (bee)	
Practice with Dictation	Independent	5 min.	<ul><li>□ Activity Page 1.1</li><li>□ Grade 3 Foundational Skills Record</li></ul>	
Reading				
Read Frankie Figures It Out	Whole Group	10 min.	☐ Frankie Figures It Out (pp. 1–3)☐ Anecdotal Reading Record	
Wrap Up	Small Group	5 min.		

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Prepare the chart on the board for the first activity (Review Vowel Teams ee and ea).

#### Reading

- Write the following sentence on the board for students to view: "The chef, known for his seasonal cuisine, exceeded expectations by using greenery from his garden, repeatedly impressing diners with fresh flavors."
- Preview the section of the Reader that will be read during this lesson to identify words with vowel teams ee and ea, as well as to anticipate words that students may find challenging.

#### **Universal Access**

- Create an anchor chart to display with the different spelling patterns that are emphasized in this lesson (ee and ea) to help students remember the target sound. Consider adding at least one example and a corresponding graphic for each.
- Prepare sentences with missing ee and ea words and a word bank for Emergent Bilingual Students.
- Prepare a news article for students to identify words that contain *ee* and *ea* in them.
- Prepare visuals of the word adventure.

### Lesson 1: Review Vowel Teams ee and ea Foundational Skills



**Primary Focus:** Students will read and spell multisyllabic words with vowel teams.

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

#### Support

Some students may benefit from a display of images (e.g, feet, tree) to remind them of the /ee/ sound that ee typically makes, along with different images (e.g., beak, meat) to remind them that ea can make the /ee/ sound in some words.

#### Challenge

Encourage students to create a silly story that uses words with ee and ea that make the /ee/ sound.

#### REVIEW VOWEL TEAMS EE AND EA (10 MIN.)

- Explain that this unit begins with a review of some long vowel sounds and some of the vowel teams that make those sounds. Ask: What do you know about long vowel sounds and vowel teams? (Long vowel sounds are pronounced the way we pronounce the name of the vowel like /oe/ for letter 'o', and vowel teams are two vowels written together and create one long sound.)
  - Provide the sentence frame: Long vowel sounds are . Vowel teams
  - Confirm to students that a long vowel is pronounced like the name of the vowel sound represented. This lesson focuses on the sound /ee/ for long 'e.'
  - Display the following sentence: The chef, known for his seasonal cuisine, exceeded expectations by using greenery from his garden, repeatedly impressing diners with fresh flavors.
  - Prompt students to turn and talk: Which words in the sentence have the long 'e' vowel sound? What vowel teams in those words represent the long 'e' sound? (ea: seasonal, repeatedly; ee: exceeded, greenery)
  - In English, eight spellings can make the /ee/ sound; however, this unit focuses on just two spellings: ee and ea.
  - Display the Spelling Cards for /ee/ > ea (beach) and /ee/ > ee (bee). Direct students to find the /ee/ and /ea/ sounds on their Individual Code Charts and outline each code.
  - Ask students to whisper read each word, beach and bee, into a cupped hand. Point out that ee always makes the /ee/ sound.
  - Write the words beak, break, and bread on the board. Direct students to read the words aloud in unison as you point to each one. Underline the ea in each word.
  - Ask: What different vowel sound does the ea make in each word? (The ea in beak makes the /ee/ sound. The ea in break makes the /ay/ sound. The ea in bread makes the /e/ sound.)



b 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.

- Explain that the vowel team *ea* can be unpredictable because of the three sounds that the team can make. There is no rule for which spelling pattern is used to make the long *e* sound. As they read more and with practice, students will learn which words are spelled with which vowel team.
- Make a two-column chart on the board. Label one column *ee* and one column *ea*.
- Write *meet*, *bees*, *deep* in the ee column. Direct students to read the words aloud in unison as you point to each one. Underline the ee in each word.
- Add to the words so that they become meeting, beeswax, and deepen.
   Direct students to read the words aloud in unison as you point to each one, clapping the syllables. Point out that the /ee/ sound does not change when additional syllables are added.
- Write seal, peat, deal in the ea column. Direct students to read the words aloud in unison as you point to each one. Underline the ea in each word.
- Add to the words so that they become unseal, repeat, and dealing. Direct students to read the words aloud in unison as you point to each one, clapping the syllables. Point out that, as with ee, the /ee/ sound does not change when additional syllables are added to words that include ea to make this sound.
- Tell students to think of as many multisyllabic words as they can that
  have the /ee/ sound and are spelled with either ea or ee and write
  them down in cursive to share with the class. Suggest to students that
  if they think of a single syllable word, they can add an affix to make it a
  multisyllabic word.
- Set a timer for two minutes, and circulate around the room. Offer feedback such as:
  - "Check that your loops and tails are formed smoothly and connect to the next letter."
  - "Great job forming the letter 'e'! I like how you started at the bottom and made a smooth, curved line."
- After a couple of minutes, invite students to share their words and add it to the chart.

#### PRACTICE WITH DICTATION (15 MIN.)

- Have students open to Activity Page 1.1.
- Explain that they will listen as you say each word once, repeat the word, and write the word. Direct students to complete responses neatly in cursive.
- For the first group of words, in the left column, explain that the /ee/ sound is made by the ea spelling pattern. Dictate words: repeated, nearby, teacher.

#### Activity Page 1.1





#### Foundational Skills

#### **Foundational Literacy Skills**

#### Beginning

Provide students with letter cards. Have students build words that have the ee and ea vowel teams. Have students share their words. Provide sentence frames such as "I can build the word \_\_\_\_\_." or "The letters for \_\_\_\_ are \_\_\_\_."

#### Intermediate

Provide sentences with missing words and a word bank containing words with the vowel teams ee and ea. For example, "I can the birds singing in the trees" or "She needs to a speech for the class." Have students choose the correct word from the word bank to complete each sentence.

#### Advanced/Advanced High

Have students read a news article and make a list of words that contain ee and ea in them. Then have students share their lists with the class, explaining the reasoning behind their choices. Provide a sentence frame: I chose [word] because \_\_.

ELPS 1.E; ELPS 3.E

- For the second group of words, in the right column, explain that the /ee/ sound is made by the ee spelling pattern. Dictate words: disagree, freezer, between.
- Direct students to write two sentences using the words from the box, using at least one word from each sentence in a sentence. Remind students to write their sentences neatly in cursive. Offer feedback such as:
  - "Check that your loops and tails are formed smoothly and connect to the next letter."
  - "Great job forming the letter 'e'! I like how you started at the bottom and made a smooth, curved line."
- Invite students to share their sentences orally with a partner.



#### Activity Page 1.1: Dictation

Collect Activity Page 1.1, and assess students' ability to correctly read and spell multisyllabic words with the vowel teams ee and ea to make the /ee/ sound. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 1: Review Vowel Teams ee and ea





**Primary Focus:** Students will read Chapter 1 of *Frankie Figures It Out* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

Students will read multisyllabic words with vowel teams. **TEKS 3.2.A.ii**Students will identify and read the Tricky Word *adventure* and the high-frequency words *always* and *sometimes*. **TEKS 3.2.A.vii** 

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

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

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) Demonstrate with a lower case word: identifying; 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 FRANKIE FIGURES IT OUT (10 MIN.)

- Explain that today, students will start Chapter 1 of their new Reader, *Frankie Figures It Out*, called "Frankie Forgets," starting 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.

**active, adj.,** being busy, especially with physical activities; having lots of energy Example: Our new puppy is very active and excited to discover new things when she is outside.

**focused, adj.,** having your attention directed at what you want to do without distraction

Example: She remained focused on her studies, ignoring all distractions around her.

sprinted, v., ran extremely fast for a short distance

Example: I sprinted as fast as possible towards home plate.

#### **Sayings and Phrases**

**Figure it out** is a saying and common expression in English. It means solving a problem, understanding a situation, or arriving at a conclusion through reasoning or analysis.

Example: When I come across a difficult word, I need to figure it out by using context clues.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "figure it out." For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for "Frankie Forgets"			
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		active focused sprinted	
Multiple-Meaning Core Vocabulary Words		exhibit	
Sayings and Phrases	figure it out		





- Explain that *Frankie Figures It Out* 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 words: *always* and *sometimes*. Focus on the word *always*. Ask where the syllables should be divided, then draw a line to divide the two syllables, al/ways. Say the syllables as you clap them, then have students repeat in unison.
- Point out that the first 'a' is in front of an 'l'. Remind students that three previous high-frequency words—small, talk, and walk—had al spellings. Ask: When 'a' comes right before 'l' within a word, what sound does the 'a' make? (/aw/)
- Point to the second syllable. Ask: What letters make the vowel sound in this syllable? (ay makes the /ae/ sound.)
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /aw/ /l/ /w/ /ae/ /z/. For additional support, display the Spelling Cards for each sound.
- Focus on the word *sometimes*. Ask where the syllables should be divided, then draw a line to divide the two syllables, some/times. Say the syllables as you clap them, then have students repeat in unison. Point out that this is a compound word, made up of two words.
- Ask: What syllable pattern do these syllables seem to follow? (Each syllable seems to have a VCe syllable pattern.)
- Point to the first syllable, and state that *some* is pronounced /s/ /u/ /m/, not /s/ /oe/ /m/ as the VCe pattern would indicate. *Some* is a word that students will encounter on its own and as a word part; the more often they read and spell it, the more fluent they will become with its spelling.
- Point to the second syllable, and state that *times* does follow the expected VCe pattern, with the silent 'e' making the 'i' have the long vowel sound.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /s/ /u/ /m/ /t/ /ie/ /m/ /z/. For additional support, display the Spelling Cards for each sound.
- Clarify the meanings of *always* and *sometimes* as needed. Point out that *always* sounds like "all ways," even though it's not a true compound word. Split *sometimes* into the two words that make this compound word, and discuss that *some* means "not all", so *sometimes* can mean "not all of the times." Review that both words indicate how often or the extent to which something is done or experienced.

Foundational Skills 4

- Write the word *beneath* on the board. Ask students if they know how to pronounce this word and what it means. Ask if anyone can anyone use it in a sentence.
- What is the vowel team in this word? (ea) What sound does the team make?
   (/ee/)
- Clap the syllables: be/neath.
- Remind students that most English words *play by the rules*, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules (i.e., words not pronounced and spelled as expected) are called Tricky Words.
- Display the Tricky Word *adventure*, read it aloud, and use it in a sentence.
- Point out which parts of the word are regular and can be blended as you
  would expect and which parts are not regular and will either be taught later
  or simply must be remembered.
- Have a student point out which parts of the word are regular and can be blended as you would expect and which parts are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: adventure
    - Expected: /a/, /d/, /v/, /e/, /n/
    - Tricky: The letters *tu* are pronounced /ch/, and the letters *re* are pronounced /er/.
- Explain that some words are spelled the same but pronounced differently depending on the sentence. Write the word *read* on the board, and ask students to pronounce it. Some students may notice that there are two ways to pronounce it (as *red* or *reed*). Ask how do you know which one is right?
- Direct students to the following sentence in the Reader, or write it on the board: "She and Cal played together on the jungle gym while her dad read a book under a tree nearby." Read it aloud, and ask students what type of sound the ea vowel team should make in this sentence. Why? (Because the story is in the past tense.)
- Prompt students to think about the title of this unit's Reader, *Frankie Figures It Out*.
- Turn to a partner to discuss the prompts: What would you say you always have "figured out," and what would you say you sometimes have "figured out"?



#### Reading

#### Reading/Viewing Closely

#### Beginning

Show visuals for the word adventure. Ask questions: Do you like adventures? Do you think adventures are fun? Scary? Have you been on an adventure before? Prompt students to use the word adventure in a sentence.

#### Intermediate

Have students generate questions about the text based on the title and headings. In pairs, have students share questions and explain their rationale. Provide sentence frame: I chose this question [question] because \_\_\_\_.

#### Advanced/Advanced High

Have students do a Think-Pair-Share before reading. Have students think individually about the topic/title. Then work in pairs to discuss what the Reader could be about. For example, "The title is Frankie Figures It Out, so perhaps there is a problem in the story." Share with the class. Encourage students to listen to their peers' responses to build on their ideas.

ELPS 2.G; ELPS 4.F

- Pair students for reading. Direct students to read pages 1–2 of *Frankie Figures It Out*.
- Provide strategic prompts to student partners to discuss and check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Inferential:** Based on what you have read so far, what is Frankie's main problem? (She is too busy being curious; she does not stay focused; she forgets to do things.)
- 2. **Evaluative:** What do Frankie's words and actions reveal about her character? (She is forgetful because she forgot to do her chores; she has a brother named Cal that she likes to run and play with; she is very active; she raced between the poles, and sprinted up the slide).
- 3. **Literal:** Which sentence from the story shows that Frankie forgets things? (*Oops, I forgot.*) What things did Frankie forget? (*chores, following the playground rules*)
- Ensure students draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - I think Frankie's main problem is ...
  - Frankie's actions show that she is...
  - One sentence that shows Frankie forgets things is...
  - Frankie forgets things like...

#### WRAP UP (5 MIN.)

- With their partner, have students orally retell using ten words or less what has happened in the story. Use sentence stem: So far, Frankie . . .
- Call on students to share with the class what their partner shared about what has been read so far.

Foundational Skills 4



#### Check for Understanding

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.

End Lesson

#### **Lesson 1: Differentiated Instruction**

### Additional Support

#### MORE HELP WITH EE AND EA

Provide a variety of words that contain the ee and ea vowel teams on individual index cards, such as leak, eagle, stream, cheese, week and keep.
 Ask students to think of creative categories in which to sort the words without sharing what characteristic they used to distinguish the words. Have them share their groupings, and have a partner guess what the defining characteristic is for their group of words. For example, the words eagle and stream might be grouped in the category "Things Found in Nature."

#### **WORD SORT**

- Provide students with Word Sort Activity Page found in the Teacher Resources, and read the Word Sort directions.
- Point out that the first two words are already sorted. Ask students to circle the part of each word that has ee or ea spelling.
- Ask students to work through the Word Bank with a partner, reading each word before adding it to the correct column on their Activity Page.
- Remind students to complete responses in cursive.
- Direct students to complete the final question independently for which they write one sentence using both an *ee* and *ea* word.
- Challenge students to write a story using at least four words, including two ee and two ea words. Tell them to be creative, and it's fine to write a silly or goofy story if they do their best to use the chosen words correctly.

# 2

#### **REVIEW**

# Vowel Teams ai and ay

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read and spell multisyllabic words with vowel teams.

- TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D
- → Students will follow and restate vowel team rules. **TEKS 3.1.B**

#### Reading

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation.

- **TEKS 3.1.C**
- TEKS 3.2.A.ii

Students will read and pronounce the high-frequency words said and something.

TEKS 3.2.A.vii

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

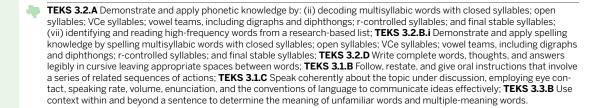
👆 multiple-meaning words. TEKS 3.3.B

#### FORMATIVE ASSESSMENT

**Activity Page 2.1** 

**Identify the Code** 

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



#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Review Vowel Teams ai and ay	Whole Group	10 min.	<ul> <li>□ Individual Code Chart</li> <li>□ Spelling Card for /ae/ &gt; ai (wait)</li> <li>□ Spelling Card for /ae/ &gt; ay (day)</li> </ul>	
Practice with Identify the Code	Independent	5 min.	☐ Activity Page 2.1☐ Grade 3 Foundational Skills Record	
Reading				
Read Frankie Figures It Out	Whole Group	10 min.	☐ Frankie Figures It Out (pp. 4–7)☐ Anecdotal Reading Record	
Practice with Encode and Apply	Independent	5 min.	☐ Activity Page 2.2 ☐ Grade 3 Foundational Skills Record	

#### **ADVANCE PREPARATION**

#### Reading

• Preview the section of the Reader that will be read during this lesson to locate words with the *ai* and *ay* pattern.

#### **Universal Access**

- To help students remember the target sounds, create an anchor chart for display with the different spelling patterns that are emphasized in this lesson (ai and ay). Consider adding at least one example and a corresponding image for each.
- Prepare a list of *ai* and *ay* vowel team words from the lesson/Reader for Emergent Bilingual Students (i.e., *wait*, *play*, *maybe*, *contain*, *explain*, *Friday*).
- Prepare a poem for students to read aloud and identify words that rhyme with the target words (ai and ay vowel teams).

Start Lessor

# Foundational Skills



**Primary Focus:** Students will read and spell multisyllabic words with vowel teams.

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

Students will follow and restate vowel team rules.

**TEKS 3.1.B** 

#### REVIEW VOWEL TEAMS AI AND AY (10 MIN.)

- Tell students that they will continue to review long vowel sounds and some of the vowel teams that make those sounds.
- Prompt students to turn and talk: What is a vowel team? (Two vowels working together to make one vowel sound.)
- Remind students that a long vowel says the name of the vowel sound it makes. This lesson focuses on the sound /ae/, just like the letter 'a'.
- Explain that in English, seven spellings can make the long 'a' sound (as in *late*). In Unit 3, they learned about the split digraph *a\_e* to make the */ae/* sound. In this unit, they will focus on *ai* and *ay*.



Create and reference an ai and ay Anchor Chart to help students remember the target sound.

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

- Explain that we use ay at the end of words, but never ai because English words don't end in 'i'. We also use ay for the /ae/ sound at the end of a syllable.
- Display the Spelling Cards for /ae/ > ay (day) and ai (wait). Students can also refer to their Individual Code Charts. Ask students to read the sample words provided.
- Ask students to restate the rule: We use ay at the end of words or syllables and not ai because \_\_\_\_ (English words don't end in 'i'.)
- Make a two-column chart on the board, one labeled ai and the other column ay.
  - Write the following sentence on the board: It was painfully hard to clear the entryway after the rainfall.
  - Ask students to identify the words with the /ae/ sounds spelled with ai or ay. Circle the words as they are identified.
  - Ask students to identify to which column each word should be added.
     Write painfully and rainfall under the ai column. Write entryway under the ay column. Direct students to read the words aloud in unison.
  - Write the following sentence on the board: I met an acquaintance while we were enjoying the entertainment on Saturday.
  - Ask students to identify the words with the /ae/ sounds spelled with ai or ay. Circle the words as they are identified.
  - Ask students to identify to which column each word should be added.
     Write acquaintance and entertainment under the ai column. Write
     Saturday under the ay column. Direct students to read the words aloud in unison.
  - Prompt students to Turn-and-Talk: What do you notice about where the ai vowel team is located in the ai words on the chart? (It is in the middle of the words or syllables.)
  - Ask: What do you notice about where the ay vowel team is located in the ay words on the chart? (It is at the end of the words or syllables.)
  - Ask students to share additional words that contain the /ae/ sound and add them to the appropriate column. If students share words with the /ae/ sound that do not use either of these vowel teams, consider adding an Odd Duck column to capture the words.

#### PRACTICE WITH IDENTIFY THE CODE (5 MIN.)

- Have students open to Activity Page 2.1.
- Explain that students will notice which letters, *ai* or *ay*, make the long 'a' sound in some words.



#### Foundational Skills

#### Foundational Literacy Skills

#### Beginning

Provide students with a list of ai and ay words. Have students create a set of word cards based on the list. Have students sort the words based on their vowel team. Encourage students to listen closely as you model correct pronunciation of each word, and have students repeat the word.

#### Intermediate

Have students make sets of flashcards with words containing the ai and ay vowel teams. Have students review the flashcards independently or play a matching game. Have students discuss the words: Provide a sentence frame: All of these words have \_\_\_\_ vowel team.

#### Advanced/Advanced High

Have students read a poem aloud and identify words that rhyme with the target words (ai and ay vowel teams). Then have students write their own rhymes.

ELPS 2.A; ELPS 4.A, ELPS 2.B

#### Activity Page 2.1



- Read the instructions aloud. Point out that the words in the Word Bank contain either *ai* or *ay* to make the /ae/ sound. Students will choose which one completes the sentence then underline the letters that make the /ae/ sound in that word.
- Have students decode vocabulary words by isolating the vowel sound first.
- Circulate and provide corrective feedback, explaining misconceptions and offering suggestions for improvement.



#### Activity Page 2.1: Identify the Code

Collect Activity Page 2.1, and assess the students' ability to correctly spell multisyllabic words with the focus vowel teams *ai* and *ay*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

# Resson 2: Review Vowel Teams ai and ay Reading



**Primary Focus:** Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C** 

- Students will read multisyllabic words with vowel teams. TEKS 3.2.A.ii
- Students will read and pronounce the high-frequency word *something*. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and
- multiple-meaning words. TEKS 3.3.B

Reader



Pages 4-7

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Explain that today, students will continue reading Chapter 1 of *Frankie Figures It Out*, "Frankie Forgets," starting on page 4.
- Prompt students to retell what happened previously in Chapter 1, in logical order using the words: *first*, *next*, *then*, *last* with a partner.
- Circulate and provide corrective feedback, explaining misconceptions and offering suggestions for improvement.

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

- Ask: What are some things Frankie forgot in the beginning of the story? (to make her bed, put her pajamas in the laundry, brush her teeth, not to climb up the slide)
- Ask: Based on what you have read so far about Frankie, what do you expect she will do next? (Accept plausible answers.)
- Preview the following vocabulary words and phrase 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.

#### exhibit

**1. n.,** a place where people can go to look at things to enjoy or learn from Example: The art exhibit at the museum had many beautiful paintings.

2, v., to show, display, or present something

Example: The art class would like to exhibit their paintings for the rest of the school to enjoy.

**habitats, n.,** the natural environments of animals and plants Example: The Amazon rainforest is the perfect habitat for monkeys that need a warm climate with lots of trees to climb.

#### **Sayings and Phrases**

**Cool!** is a saying that means great, very good, excellent, awesome, etc. People often use the word *cool* to describe something they like or approve of. Example: "Those pants are so cool!" exclaimed Ella.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "Cool!" The multiple meanings of the word *exhibit* 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.



#### Reading

#### **Reading/Viewing Closely**

#### Beginning

Have students orally retell the key details of the previous day's reading. Provide sentence frames: In the story, the main character is \_\_. The story takes place in \_\_.

#### Intermediate

Have students share what they have learned in today's reading. Provide sentence frames for the discussion: At the beginning of the story, \_\_\_. In this part of the text, the author introduces \_\_. The central idea of this passage is \_\_.

### Advanced/Advanced High

Have students retell today's reading. Have them include the central idea and at least 2–3 key details. Have them go back to the Reader to find information.

#### ELPS 4.I

Vocabulary Chart for "Frankie Forgets"			
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	habitats		
Multiple-Meaning Core Vocabulary Words		exhibit	
Sayings and Phrases	Cool!		

- Explain that students will examine a new high-frequency word. Remind them that these are common words that they will come across often as they read and write. Display this lesson's high-frequency word: *something*.
- Ask where the syllables should be divided, then draw a line to divide the two syllables, some/thing. Say the syllables as you clap them, then have students repeat in unison. Point out that this is a compound word, made up of two words.
- Remind students that in the previous lesson, they learned a similar high-frequency word: sometimes. Review that some is pronounced /s/ /u/ /m/, not /s/ /oe/ /m/ as the VCe pattern would indicate.
- Focus on the second syllable. Ask: What do you notice about the consonants? (*The consonants are in pairs.*) Circle the letters *th*, and remind them that they have already learned that 't' and 'h' work together to form the consonant digraph *th*, which has its own unique sound. Circle the letters *ng*. Remind them that they have already learned that 'n' and 'g' are a consonant blend; you can hear two different sounds when they are next to each other, as in the previous high-frequency word *long*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /s/ /u/ /m/ /th/ /i/ /n/ /g/. For additional support, display the Spelling Cards for each sound.
- Direct the class to page 4, and read the first sentence aloud, beginning with "The next day . . ." Model fluent reading, and remind students to alter their voice and reading style to match the character's emotion. Ask students to finish reading the paragraph independently.
- Point out the word contain, and ask: What vowel team is working in this word? (ai)
- What do you notice about the position of the sound within the word? (it is in the middle of a syllable.)
- Ask: What other *ai* or *ay* vowel teams appear in this paragraph? (*Friday*, explained, and exclaimed)

- Note that the word said has an ai. Explain that said is a rare example where the ai vowel team does not make the /ae/ sound.
- Pair students with intentional reading partners.
- Direct partners to read the rest of Chapter 1 through page 7.
- Partners should take turns reading each paragraph aloud. While one partner reads, the other should follow along and look for *ai* and *ay* words.
- After students finish reading, use strategic prompts to check for comprehension. 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:** Why did Mrs. Chen tell Frankie and Alonso not to run at the zoo? (because they would frighten the animals)
- 2. **Inferential:** Why did Frankie tell her mom that she and Alonso were excited to see the meerkats? (to explain why she was running at the zoo)
- 3. **Evaluative:** What question does Frankie ask at the end of the chapter? Why do you think she asks it? (Why do we need so many rules? Because she is thinking about all the rules she has heard lately and doesn't understand why they are important.)
- Ensure students speak coherently and draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - Mrs. Chen told Frankie and Alonso not to run at the zoo because ...
  - Frankie told her mom she was excited to see the meerkats because...
  - Frankie's question is... I think she asks this because...
- Ask students to share what other ai and ay words they found in this section of the Reader. (stay, days, away)
- As you listen to students read, make notes regarding their individual reading ability and ability to decode multisyllabic words with the *ay* and *ai* pattern.

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

- Have students open to Activity Page 2.2 and follow the directions...
- Direct students to the first word bank which contains /ae/ words.
- Instruct students to read each word with the /ae/ sound in the first word bank and underline the letters that make the /ae/ sound in each word. Tell students they will next read the words in the second word bank, which contain other words from the Reader. Students will then choose at least one word from each word bank to write a silly sentence related to the Reader, Frankie Figures It Out.

#### Challenge

Have students write a short paragraph about why they think it is important to follow rules, using at least two words with each of the vowel teams ai and ay.

#### Challenge

Have students create list of additional /ae/ words to use in their silly sentences.

- Remind students to write in cursive, leaving space between words.
- Circulate and monitor as students write in cursive on Activity Page 2.2, providing immediate and corrective feedback. Offer feedback such as:
  - "Focus on maintaining consistent slant and angle throughout your writing."
  - "Remember to keep your letters consistently sized. Try making your 'f' a
    bit taller to match the height of your other letters."
- Invite students to share their sentence with a partner.

#### Activity Page 2.2



#### Activity Page 2.2: Encode and Apply

Collect Activity Page 2.2 to check students' ability to use the correct pattern to complete words with the /ae/ sound and to write a sentence that demonstrates 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 2: Differentiated Instruction**

### Additional Support

#### **DECODABLE SENTENCES**

- Use the following list of sentences to extend the lesson.
- Have students read the sentences and locate the words with the *ai* and *ay* spelling patterns.
- 1. We had fun outside, despite the rain.
- 2. The cut was painful, but it felt better quickly.
- 3. The test is on Thursday.
- 4. I like to eat my ice cream plain, with no toppings.
- 5. She worked hard on her essay for school.

# 3

#### **REVIEW**

# Vowel Team ue

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will collaborate with others to read and spell multisyllabic words

🔷 with the vowel team ue to make the /ue/ sound. TEKS 3.1.D

Students will read and spell multisyllabic words with vowel teams.

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

#### Reading

Students will read Chapter 2 of Frankie Figures It Out and will listen actively

- to answer and discuss questions about the text. TEKS 3.1.A
- Students will read multisyllabic words with vowel teams. TEKS 3.2.A.ii
- Students will identify and read the high-frequency word idea. TEKS 3.2.A.vii

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

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

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

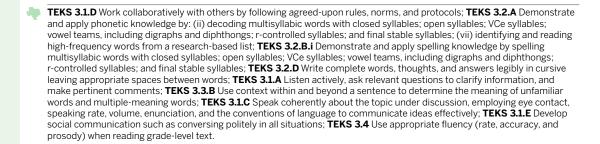
TEKS 3.1.C; TEKS 3.1.E; TEKS 3.4

#### FORMATIVE ASSESSMENT

Activity Page 3.1

Roll, Flip, Read, Write

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



#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Review Vowel Team <i>ue</i>	Whole Group	5 min.	<ul> <li>□ Individual Code Chart</li> <li>□ Spelling Card for /oo/&gt;         ue (soon)</li> <li>□ Spelling Card for /ue/ &gt;         ue (cue)</li> </ul>		
Play Roll, Flip, Read, Write	Small Group	10 min.	<ul> <li>□ Roll, Flip, Read, Write Word Cards (TR 3.1)</li> <li>□ Activity Page 3.1</li> <li>□ dice</li> <li>□ Grade 3 Foundational Skills Record</li> </ul>		
Reading					
Read Frankie Figures It Out	Whole Group	10 min.	<ul><li>□ Frankie Figures It Out (pp. 8—11)</li><li>□ Grade 3 Fluency Record</li></ul>		
Wrap Up	Small Group	5 min.	☐ Activity Page 3.2		

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

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

#### Reading

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

Consider using sticky notes to identify words that follow the *ue* pattern.

#### **Universal Access**

- Prepare differentiated word cards for the Roll, Flip, Read, Write activity to support or challenge learners based on their needs.
- Prepare word cards with ue vowel team words, such as blue, glue, cue for Emergent Bilingual Students.
- Prepare a text for students to find words with the *ue* vowel team.

Start Lesson

#### Lesson 3: Review Vowel Team ue

### Foundational Skills

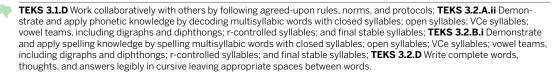


**Primary Focus:** Students will read and spell multisyllabic words with vowel teams.

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

#### **REVIEW VOWEL TEAM UE (5 MIN.)**

- Tell students that today they will continue to review long vowel sounds and the spellings for those sounds.
- Ask: What is a vowel team? (When two written vowels represent a single sound)
- Remind students that a long vowel sound is the sound made when you say the name of the vowel. This lesson focuses on the sounds represented by the vowel team ue: /ue/ like the spoken letter 'u' and /oo/ like in blue.
- Remind students that in Unit 3, they learned about the split digraph u\_e
  to spell the /ue/ sound, in this lesson, they will focus on the vowel team
  spelled ue.



Foundational Skills 4

- Draw a T-chart on the board. Write vowel team ue at the top.
- Display the Spelling Card for /ue/ > ue (cue). Have students read the sample word. Students can also refer to the Individual Code Chart and read the sample words provided.
- Reiterate that /ue/ sounds like the letter 'u' and the word you.
- Write /ue/ as in cue at the top of the first column.
- Write the following words in the first column: refueling, hueless.
- Direct students to read the words aloud in unison as you point to each one. Underline the *ue* in each word. As they read, they may point to each other to emphasize /ue/ sounding like *you*.
- Ask: What sound is spelled with ue in these words? (/ue/ like in cue)
- Display the Spelling Card for /oo/ > ue (soon). Have students read the sample word. Students can also refer to the Individual Code Chart and read the sample words provided.
- Write /ue/ as in soon at the top of the second column.
- Write the following words in the second column: truehearted, bluebonnets.
- Underline the ue in each word,
- Direct students to read the words aloud in unison as you point to each one. Underline the *ue* in each word.
- Ask: What sound is spelled with *ue* in these words? (/oo/like in soon)
- Direct students to read all the words aloud in unison as you point to each one.

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

- Move students into pairs to work collaboratively. Provide each pair with a die. Provide each student with their own set of word cards numbered from 1–6 on the back, and have students open to Activity Page 3.1.
- Review the game directions:
  - Have students lay cards facedown on the table or floor in front of them,
     careful to keep their cards separate from their partner's cards.
  - To play, have Student A roll the die and then pick up the card that corresponds to the number rolled and read the word on the card aloud to their partner, without showing their partner the card.
  - Student B writes the word on Activity Page 3.1.

#### Activity Page 3.1



#### Support

Differentiate the Roll, Flip, Read, Write activity by incorporating one-syllable words for students working toward mastery of featured focus skill, such as cue, fuel, hue, blue, true and glue. Have student highlight the ue vowel team in each word.



#### Foundational Skills

#### Foundational Literacy Skills

#### **Beginning**

In small groups, provide word cards with ue vowel team words, such as blue, glue, and cue. Have a student pick a card and draw the picture as the group guesses the target word. After the word is guessed, have the student who drew the picture say the target word in a complete sentence.

#### Intermediate

In small groups, have students create a chant or rhyme that includes words with the ue vowel team. Have students practice their chants/rhymes. Have each group present their chant or rhyme with the class to promote oracy. Provide a sentence frame: In our chant, we incorporated the word \_\_\_\_. This term is significant because \_\_\_\_.

#### Advanced/Advanced High

Have students go on a word hunt in a text to find words with the ue vowel team. After they find words, have them say the words aloud and write a sentence using each word. Have students discuss their choices and listen to the choices of others to compare their findings. Provide the sentence frame: I identified the word \_\_\_\_\_ during our word hunt, and it means \_\_\_\_.

ELPS 2.G; ELPS 3.A; ELPS 3.E

- Student A reveals the card, and Student B corrects their spelling, as needed.
- Play continues until all words have been revealed.
- Remind students to write words in cursive, leaving space between words.
- Circulate and monitor as students write in cursive on Activity Page 3.1, and check students' ability to encode words accurately. 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."
- Focus students' attention on number 7. Explain that you will read aloud a sentence. Students will complete the sentence with two words consisting of the /ue/ sound.
- Dictate the following sentence: The bluebonnet was adopted as the state flower of Texas in 1901 and continues to grow naturally year after year.
- Direct students to circle the *ue* vowel team in two of the words in the sentence.



#### Activity Page 3.1: Roll, Flip, Read, Write

Collect Activity Page 3.1, and assess students' ability to correctly read and spell multi-syllabic words with the vowel team *ue* to make the /ue/ sound. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Foundational Skills 4

#### Lesson 3: Review Vowel Team ue

## Reading



Primary Focus: Students will read Chapter 2 of Frankie Figures It Out and will

- listen actively to answer and discuss questions about the text. TEKS 3.1.A
- Students will read multisyllabic words with vowel teams. TEKS 3.2.A.ii
- Students will identify and read the high-frequency word *idea*. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

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

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

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

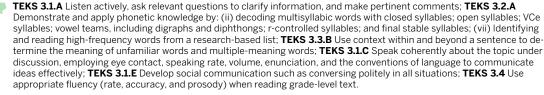
- Ask students to retell what previously happened in *Frankie Figures It Out*, in logical order with a partner. Encourage students to use the sentence stems: "In the beginning . . ." and "Towards the middle . . ."
- Ask: Based on what we have read so far, what do you predict Frankie will do next? Use the following stem: Based on what we have read so far, I think Frankie will \_\_\_\_\_\_\_.
- Explain that today, students will begin reading Chapter 2 of *Frankie Figures It Out*, "Rule Detective," starting on page 8.
- 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.
- Display vocabulary words for students to decode by isolating the vowel sound.

ensure, v., to make sure that something happens

Example: The builders ensured that the house was strong and stable to help it stay safe in a tornado.

**society, n.,** people or animals that live together in a community that usually has certain rules to follow

Example: In today's society, technology skills are important for a lot of people's jobs.



Reader



Pages 8-11

- 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.
- Explain that students will examine another high-frequency word. Display this lesson's high-frequency word: *idea*.
- Ask students to count syllables as you say this word slowly. Students should identify three syllables. Have students speak politely to a partner about

Vocabulary Chart for "Frankie Forgets"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		ensure society			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases					

where to divide the word based on their knowledge of syllables. Ask pairs to write the word *idea* with lines dividing the syllables and to raise their hands when they have their answer, then circulate around to pairs to check their responses. Confirm that the word should be divided i/de/a.

- Ask: What types of syllables are the first two syllables, and why do you say this? (open syllables; the vowels make the long vowel sound.) Point out that the 'a' in the last syllable makes the schwa sound.
- Point out that saying the word *idea* and spelling it aloud sound almost the same. Say "idea—i-d-e-a" so that students can hear the similarity.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /ie/ /d/ /ee/ /ə/. For additional support, display the Spelling Cards for each sound.
- Write the word *argue* on the board. Explain that this word is in today's reading. Tell students when they get to this word as they are reading, they should pause to think about how it is being used.
- Ask for a volunteer to pronounce the word.

- Clap the syllables: ar/gue. Segment the sounds in the word: /ar/, /g/, /ue/. Then, blend the sounds, and have the class pronounce the word several times in unison, clapping as you point to each syllable.
- Guide the class in reading page 8 of *Frankie Figures It Out*. Model fluent reading for the first sentence. Encourage students to continue reading through page 11 independently. Remind them to change their voice to reflect when the character is speaking.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Literal:** What is this section mostly about? (Frankie's mom is trying to teach her the value of rules.)
- 2. **Evaluative:** What details support that Frankie's mom wants her to understand the importance of rules? (*Frankie's mom tells her that rules maintain order, promote peace, keep people safe, wants to find a fun way to teach Frankie about rules.)*
- Ensure students speak coherently and draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - This section is about ...
  - Frankie's mom tells her that rules...
- As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.
- Write "We Follow Rules" at the top of the board and distribute sticky notes.
- Give students the following prompt orally: I follow the rules because . . .
- Ask students to write their responses on their sticky notes. Invite students
  to share their responses orally using the sentence stem: I follow the rules
  because \_\_\_."

#### WRAP UP (5 MIN.)

- Direct students to Activity Page 3.2.
- Tell students they will read each problem and think about how they would solve it as a good citizen following the rules. Then they will write their answer to each question.
- Remind students to write neatly in cursive, leaving spaces between words.
- Circulate and monitor as students write in cursive on Activity Page 3.2, providing immediate and corrective feedback such as, "Focus on connecting your letters smoothly. Work on making the transition from 'h' to 'e' more fluid."



#### Reading

#### Reading/Viewing Closely

#### **Beginning**

Identify short phrases or sentences from the Reader with varying emotions (happy, sad, surprised). Read aloud and have students repeat after you, enhancing emotional expression and comprehension.

#### Intermediate

Have students read a short passage from the Reader. After reading, have students discuss and compare their understanding of the passage with a partner, fostering critical thinking and comprehension analysis. Use the sentence frames: When I read the passage, I focused on \_\_\_\_\_\_. My partner gave feedback that \_\_\_\_\_. This helped me understand

#### Advanced/Advanced High

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

#### ELPS 1.B; ELPS 5.B

#### Activity Page 3.2



#### Challenge

Have students think of different problems to solve that involve following the rules. Ask them to share with a partner and discuss how they would solve them.

#### Activity Page 3.3





#### Check for Understanding

Collect Activity Page 3.2 to assess students' comprehension and ability to apply lessons from the text about following the rules in real life situations.

End Lesson

#### **Lesson 3: Practice Fluency**

### Take-Home Material

• Have students take home Activity Page 3.3 to read to a family member.

#### **Lesson 3: Differentiated Instruction**

## Additional Support

#### MORE HELP WITH ALTERNATIVE SPELLINGS

• Engage students in a supplemental challenge activity. Use word cards from Unit 3 TR 7.1. Encourage students to read each card and search for the words that carry the similar /ue/ sound taught in this lesson.

#### MORE HELP WITH FLUENCY

- Provide students with two different colored pencils, one for the character Mom and the other for Frankie. Have students search for when they are speaking (looking to quotation marks) and underline the speech with the corresponding color. This can support students with a more visual cue to change their tone of voice while reading. This may be completed prior to partner reading to support readers' independence during the activity.
- If students need more fluency practice, make use of the resources in the Fluency Supplement.

# 4

#### **REVIEW**

# Long Vowel Teams

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will follow a series of actions and collaborate with others to read and spell multisyllabic words with vowel teams.

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

#### Reading

Students will read the end of Chapter 2 and the beginning of Chapter 3 of Frankie Figures It Out and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation.

**TEKS 3.1.C** 

Students will read multisyllabic words with vowel teams.

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

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

#### FORMATIVE ASSESSMENT

**Activity Page 4.1** 

**Review Vowel Teams** 

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 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 3.2.B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Review Vowel Teams	Small Group	5 min.	<ul><li>□ whiteboards</li><li>□ dry erase markers</li></ul>		
Practice with Dictation	Independent	5 min.	☐ Activity Page 4.1		
Reading					
Read Frankie Figures It Out	Small Group	15 min.	☐ Frankie Figures It Out (pp. 12–15)		
Wrap Up	Whole Group	5 min.	☐ Activity Page 4.1		

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Gather whiteboards and dry erase markers, one per pair of students.

#### Reading

• Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to identify words with the long vowel team pattern.

#### **Universal Access**

- Offer options for students who may find the physical act of writing or the use of a whiteboard and markers challenging. Prepare five sticky notes with one vowel team on each (ee, ea, ai, ay, ue). During Review Vowel Teams, offer sticky notes for students to use in identifying the correct vowel team.
- Prepare a list of words containing different vowel teams (ee, ea, ai, ay, ue) so that Emergent Bilingual Students can create word cards (i.e., play, blue, explain, meat, seen).

Start Lesson

#### **Lesson 4: Review Long Vowel Teams**

## Foundational Skills



**Primary Focus:** Students will follow a series of actions and collaborate with others to read and spell multisyllabic words with vowel teams.



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

#### REVIEW VOWEL TEAMS (5 MIN.)

- Explain that today students will continue a review of some of the vowel teams that make long vowel sounds, focusing on all five of the vowel teams they have worked with in this unit: ee, ea, ai, ay, and ue.
- Write the vowel teams ee, ea, ai, ay, and ue on the board.
- Ask students to collaborate as a group to say aloud the sounds learned in this unit represented.
- Have students follow these steps. First, point to the vowel team or say the vowel team letters aloud. Then say the vowel team sound as a group. As a collaborative group, think of words to that use the vowel team with that sound.

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.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.

#### Support

If the physical act of writing or the use of a whiteboard and markers is challenging, offer students to use sticky notes with the vowel teams prewritten on them.

#### Challenge

Invite students to adapt a different common game to use as a review game for vowel teams. For example, students must correctly spell a vowel team word before making a move in checkers or placing a mark in Tic-Tac-Toe. Ask students to lead the class in playing the new game.

#### Activity Page 4.1



EMERGENT BILINGUAL STUDENTS



#### Foundational Skills

#### Foundational Literacy Skills

#### Beginning

Provide a list of words with different vowel teams and have students create word cards and vowel team cards (ee, ea, ai, ay, ue). Have them shuffle the cards and place them face down on a table. Students take turns flipping two cards, trying to match a word with its corresponding vowel team. As students turn over a word card, have them pronounce the word aloud.

#### Intermediate

Have students choose three words related to the lesson (mainly, venue, cleaner, weekend, complain, decay, screeching, reason) and write a sentence using each word. Then have students share these sentences with a partner. Provide a sentence frame so students can share why they selected their words: I selected the word because

#### Advanced/Advanced High

Have students make a set of letter cards. Provide a list of base words with different vowel teams. Have students manipulate the letters to build new words by adding prefixes, suffixes, or other letters. They can write the new words and use them in a sentence.

• Repeat this process as a group with words: venue, cleaner, weekend, and decay.

#### PRACTICE WITH DICTATION (5 MIN.)

you hear in the word mainly? (/ae/)

- Have students open to Activity Page 4.1 and follow the directions.
- Tell students to listen carefully as you say aloud words from the Reader that contain one or more of the vowel teams *ee*, *ea*, *ai*, *ay*, or *ue*. Instruct them to listen once, then write the word as you say it a second time. Tell students that these words will make up their word bank.

• Ask while pointing at the written vowel teams: Which vowel team sound do

- Say the word. Have students repeat the word and then write the word. If someone needs the word repeated, say "Class, repeat \_\_\_\_\_": maybe, beach, eating, oatmeal, dreamed, meerkats.
- Remind students to write words in cursive.
- After all the words have been called out, tell students you will now show them the correct spelling for each word, so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Circulate and observe students' letter formation and students' ability to encode words with long vowel team patterns on Activity Page 4.1. As you circulate, 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."



#### Activity Page 4.1: Review Vowel Teams

Review Part One of Activity Page 4.1, and assess for students' ability to spell multi-syllabic words with vowel teams. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

#### **Lesson 4: Review Long Vowel Teams**

## Reading



Primary Focus: Students will read the end of Chapter 2 and the beginning of Chapter 3 of Frankie Figures It Out and will listen actively to answer and discuss questions about the text. TEKS 3.1.A

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**Students will read multisyllabic words with vowel teams.

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

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

#### READ FRANKIE FIGURES IT OUT (15 MIN.)

- Explain that today, students will finish reading Chapter 2 of *Frankie Figures It Out*, "Rule Detective," starting on page 12, and begin reading Chapter 3, "Swimming Lessons."
- Ask students to work with a partner to retell what previously happened in
   *Frankie Figures It Out* and invite them to predict what might happen next.
   Provide sentence stems, such as: Just before this event, \_\_\_\_\_. The illustration reminds me that \_\_\_\_\_. Based on the title of Chapter 3, I can infer that \_\_\_\_\_.
- Display the word *recreation center*, and engage students in a discussion about what recreation centers are and if they happen to have one in their community.
- Preview the following vocabulary words and phrase 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.

**recreation center, n.,** a public space where people of all ages can go to participate in different activities

Example: The neighbors met up at the recreation center to take art classes.



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





Reading

#### Reading/Viewing Closely

#### **Beginning**

Have students share what they have read in the text. Have students draw pictures to represent what has happened. Provide sentence frames: In the story, the main character is \_\_. The story takes place in \_\_.

#### Intermediate

Have students retell the key events from the previous day's reading. Provide sentence frames: At the beginning, \_\_. In this part of the text, the author introduces \_\_. The central idea of this passage is \_\_.

### Advanced/Advanced High

Have students retell the reading with a partner. Have them include the central idea and at least 2–3 key details. Have them go back to the Reader to find details, listen, and compare with the details found by their partner.

ELPS 2.G; ELPS 4.I

#### **Sayings and Phrases**

**Jaw dropped** is a phrase that means someone expressed astonishment, shock, or surprise.

Example: Mr. Johnson's jaw dropped when he walked outside and realized the storm had knocked down his enormous oak tree!

- Conduct a brief discussion about the vocabulary word and phrase in the chart, including the phrase "jaw dropped." 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 "Swimming Lessons"				
Туре	Tier 3 Unit- Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	recreation center			
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases	jaw dropped			

- Guide the class in reading the next section of the Reader, starting on page 12.
- Model reading 1–2 sentences, then chorally read through the end of the paragraph.
- Focus students on the sentence: "'Maybe you could fill the house with sand and make an indoor beach!' Dad joked."
- Ask: Which two words in this sentence contain a vowel team? (ay in maybe; ea in beach)
- Pair students with intentional reading partners.
- Instruct students to partner read the rest of the assigned section of the Reader, ending on page 15.
- Direct reading partners to focus on reading with expression and notice words that contain the vowel teams ee, ea, ai, ay, and ue.

- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Evaluative:** What do Dad's words and actions show about his relationship with Frankie? (*He thinks she is funny, so he jokes around with her.*)
- 2. **Inferential:** What is the most likely reason Frankie is so excited to go to the recreation center? (It's a fun place; she wonders what rules could be there; she likes to swim.)
- 3. **Literal:** What did Frankie think about her brother's suggestion for breakfast? (She thought it was better than oatmeal.)
- Ensure students speak coherently and draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - Frankie's dad thinks \_\_\_\_\_ so he...
  - Frankie is excited because...
  - Frankie thought....
- 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 attention to Part 2 of Activity Page 4.1.
- Tell students write their answer to the question neatly in cursive, leaving space between words. Their answer should include at least one word from the word box.
- Circulate and monitor, providing feedback for proper letter formation, to support students in constructing a response. Provide immediate and corrective feedback such as, "Focus on maintaining consistent slant and angle throughout your writing."



#### Activity Page 4.1: Review Vowel Teams

Collect and review Part 2 of Activity Page 4.1 to assess students' ability to spell words with vowel teams *ee*, *ea*, *ai*, *ay*, and *ue* as well as comprehension of the text. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

#### Activity Page 4.1



#### **Lesson 4: Differentiated Instruction**

## Additional Support

#### MORE HELP WITH VOWEL TEAMS

- Write the headings ee, ea, ai, ay, and ue in a row on the board/chart paper.
- Tell students you will say some incomplete sentences, each of which is missing a word that contains one of the vowel teams.
- Explain that the missing words contain one of the vowel teams on the board.
- As you read each sentence, pause to have students fill in the missing word.
- Once students have answered, write the word on the board/chart paper under the appropriate heading.

0	Dad suggested the children create an indoor(beach).
0	We have rules to help us(maintain) order and peace.
0	Mom(explained) the rules to Frankie.
	Frankie thought (Saturday) was a perfect day for an adventure.
0	Cal suggested they eat ice(cream) for breakfast.
0	As Frankie went to (sleep), she dreamed of being a detective.
0	A firefighter had to (rescue) a cat from the top of a tree.

#### **VOWEL TEAM BINGO**

- Distribute Bingo game cards material found in the Teacher Resources and counters.
- Explain that students will play Vowel Team Bingo to practice reading multisyllabic words with the vowel teams that make the long vowel sounds for ee, ea, ai, ay, and ue.
- Display the Vowel Team Bingo Word List. Instruct students to randomly write twenty words from the list on their Bingo cards. Remind them to write in cursive and monitor to check for correct letter formation.
- 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 from the vowel team that makes the long vowel sound.
- 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, "Vowel Team Bingo!"

# 5

#### INTRODUCE

# Prefix un-

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

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

Students will identify the meaning of and use words with the un- prefix.

TEKS 3.3.C; TEKS 3.2.D

#### Reading

Students will read the end of Chapter 3 of Frankie Figures It Out and will

- listen actively to answer and discuss questions about the text. TEKS 3.1.A
- Students will read words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi**Students will read and pronounce Tricky Word *lifeguard* and the high-frequency
- word fall. TEKS 3.2.A.vii

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

and pronunciation. TEKS 3.1.C; TEKS 3.3.A

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

multiple-meaning words. TEKS 3.2.D; TEKS 3.3.B

#### FORMATIVE ASSESSMENT

Activity Page 5.1

**Activity Page 5.2** 

Prefix un – Crossword Puzzle

TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

Practice with Prefix un-

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

TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.2.B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; 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.A Use print or digital resources to determine meaning, syllabication, and pronunciation; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Introduce Prefix <i>un</i> –	Whole Group	10 min.	<ul> <li>□ Word Matrix un- (TR 5.1)</li> <li>□ Word Matrix un- (Digital Component 5.2)</li> </ul>		
Practice with Prefix <i>un</i> - Crossword Puzzle	Independent	5 min.	<ul><li>Activity Page 5.1</li><li>Activity Page 5.1 (Digital Components)</li></ul>		
Reading					
Read Frankie Figures It Out	Whole Group	10 min.	☐ Frankie Figures It Out (pp. 16–19) ☐ Anecdotal Reading Record		
Practice with Sentence Response	Whole Group	5 min.	<ul><li>Activity Page 5.2</li><li>Grade 3 Foundational Skills Record</li></ul>		
Take-Home Material					
Prefix Practice			☐ Activity Page 5.3		

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Create an enlarged version of Activity Page 5.1, or prepare to display the digital version.

#### Digital Component 5.1

• Create an enlarged version of Word Matrix *un* – to display, or prepare to display the digital version.

#### Digital Component 5.2

• Prepare copies of the Word Matrix *un* – (TR 5.1).

#### Reading

Preview the section of the Reader that will be read during this lesson.
 Consider using sticky notes to identify words with the prefix un—.

#### **Universal Access**

- Use pantomime to support understanding of the glossary word subdued.
- Provide an image for each word in the Prefix *un* Crossword Puzzle to offer a visual representation.
- Prepare base word cards (happy, kind, lock, tie, wrap) and prefix card (un-) for Emergent Bilingual Students.
- Prepare a Venn diagram for students to visually represent their connections to the text.

Start Lesson

#### Lesson 5: Introduce Prefix un-

## Foundational Skills



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

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

Students will identify the meaning of and use words with the un- prefix.

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

#### INTRODUCE PREFIX UN- (10 MIN.)

• Tell students that today they will read and spell words with the *un* – prefix.

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

- Instruct students to turn to a partner and explain what an affix is to activate background knowledge. Remind students that an affix is a group of letters added to the beginning or end of a base word that changes the whole word's meaning. Prefixes are affixes added to the beginning of a word, and suffixes are affixes added to the end of a word. Affixes add a syllable to the base word.
- Write the following words on the board: *unhappy*, *untie*, *uncle*. Draw a box around the letters *un* in each word.
- Point to the word *unhappy*, and read it aloud. Explain that if you remove the letters *un*, you are left with the base word *happy*.
- Point to the word untie, and read it aloud.
- Ask: If you remove the *un* in this word, what remains? (tie)
- Explain that both happy and tie are words, so un- is a prefix.
- Point to the word uncle, and read it aloud.
- Ask: If you remove the *un* in this word, what remains? (cle)
- Explain that cle is not a word, so in this case, *un* is not acting as a prefix. It is not adding to a base word *cle*.
- Explain that some prefixes have more than one meaning, but they are usually similar. For example, the prefix *un* can mean *not*, as in *unhappy*. When you are *unhappy*, you are feeling sad or may feel bad. *Unhappy* means "not happy."
- Explain that another meaning of the prefix *un* is "do the opposite of," as in *untie*. If you *untie* your shoes, you are taking the laces out of the bow they were in to hold your shoes on your foot. The laces are no longer tied. *Untie* means you are doing the opposite of *tie*.
- Display Word Matrix *un* (Digital Component 5.2 or distribute copies of TR 5.1) and explain the contents of each column. In the first column is the prefix *un* in the middle is space for a base word, finally the last column has three different suffixes that have been taught previously. Review the meaning of each suffix with students.

Prefix	Base Words	Suffix
un-		-ed -ing -able

- Tell students they will create new multisyllabic words with *un* prefix using the matrix for support.
- Model first using the base word *depend*, which means to rely on. Demonstrate adding the prefix *un* and the suffix –*able*. Write *undependable* on the board.



#### Foundational Skills

#### **Foundational Literacy Skills**

#### Beginning

Provide base word cards and prefix cards (un–). In pairs, have students combine the base word cards with the prefix cards to create new words. For example, kind + un– = unkind.

#### Intermediate

Provide a list of base words and words with the prefix *un*—. Have students choose a base word and incorporate it into a sentence with a word that has the *un*— prefix. For example, "The teacher unlocked the door." Have students write their sentence and then read it aloud to a partner.

#### Advanced/Advanced High

In small groups, have students take turns describing a word without saying it directly while others listen to their clues and then guess the word. Provide words: unkind, unwrap, unhappy, unlock, untie.

ELPS 1.E: ELPS 2.A

Lesson 5 Introduce: Prefix un-

Ask students to Think-Pair-Share what undependable may mean.

- Call on student volunteers to come up with base words to try in the matrix. Create new words, decode words, and discuss the meanings.
- Note: Base words to use try if students need guidance: *change*, *recognize*, *protect*, *suspect*. Give students a brief meaning for each base word as needed.

#### PRACTICE WITH PREFIX UN- CROSSWORD PUZZLE (5 MIN.)

- Ask students to turn to Activity Page 5.1 while you display the digital version.
- Model how to complete a crossword puzzle by reading the clues, determining which word best completes each sentence, and then filling in the corresponding lines on the puzzle.
- Direct students to complete the crossword puzzle with a partner.
- Display vocabulary words for students to decode by isolating the vowel sound first and breaking apart any suffix or prefix.
- Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.
- 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."



#### Activity Page 5.1: Prefix *un* – Crossword Puzzle

Collect Activity Page 5.1, and assess students' ability to correctly read and spell words with the prefix un-. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

#### Activity Page 5.1



#### Challenge

Ask students to create their own crossword puzzle using new words with the *un*- prefix, then exchange their puzzle with a peer to complete.

#### Lesson 5: Introduce Prefix un-

## Reading



**Primary Focus:** Students will read the end of Chapter 3 of *Frankie Figures It Out* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

- Students will read words with prefixes. TEKS 3.2.A.v; TEKS 3.2.B.vi
   Students will read and pronounce Tricky Word lifeguard and the high-frequency
   word fall. TEKS 3.2.A.vii
- Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.1.C; TEKS 3.3.A**
- Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Ask students to paraphrase what previously happened in *Frankie Figures It Out*, using the sentence stems: I remember . . . , I noticed . . . , and I wonder . . .
- Instruct students to turn to an elbow partner and make a prediction about what will happen next.
- Ask: Based on what you have read so far, what do you think will happen after Frankie starts running on the pool deck? Use the stem: I think Frankie will \_\_\_\_\_\_. (She might slip or fall; she could learn that running on the deck is against the rules.) Explain that today, students will finish reading Chapter 3 of Frankie Figures It Out, "Swimming Lessons," starting on page 16.
- 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.

**bleachers, n.,** rows of seats at a sports game or concert that have stairs to climb Example: The family sat in the top row of the bleachers to get a good view of the football team.

Reader
Pages 16—19

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

#### station

**1. n.,** a place where people are assigned to do a certain job or activity Example: Each chef at the restaurant had a different station; some made salads, some cooked hamburgers, and some made desserts.

**2. v.,** to direct or assign someone to a specific location Example: The general decided to station his best soldiers at the top of the hill.

**subdued, adj.,** more quiet than usual and maybe a little sad Example: The crowd was subdued as they gathered in front of the memorial.

#### **Sayings and Phrases**

**Catch her breath** is a saying that means to take a short break. Example: The gymnast paused after the first round of competition to catch her breath and get a drink of water.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the phrase "catch her breath." The multiple meanings of the word *station* 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 "Swimming Lessons"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		bleachers			
Multiple-Meaning Core Vocabulary Words		station			
Sayings and Phrases	catch her breath				

- Explain that students will examine another high-frequency word: fall.
- Point out the *al* spelling in *fall*. Remind students that the high-frequency word *always* from this unit and three previous high-frequency words—*small*, *talk*, and *walk*—had *al* spellings. Ask: What rule have we learned about the sound 'a' makes when it comes right before 'l' in a word? ('a' before 'l' makes the / *aw*/ sound.)

- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /f/ /aw/ /l/.
- Tell students that *fall* is a homonym; it is a word that has multiple meanings but is spelled and pronounced the same.
- Display the following sentences, and ask students to turn and talk about the meaning of *fall* in each:
  - If you get too close to the edge of the pool, you might fall in. (the verb meaning to lose balance)
  - I love the beautiful colors of the leaves in the Fall. (the noun meaning the season autumn). Display the Tricky Word, read the word, and use it in a sentence:
    - lifeguard
- Point out which parts of the word are regular and can be blended as you
  would expect and which parts are not regular and will either be taught later
  or simply must be remembered.
  - Tricky Word: lifeguard
    - Expected: /l/, /ie/, /f/, /a/, /r/, /d/
    - Tricky: The letters 'gu' are pronounced /g/.
- Guide the class in reading the next section of *Frankie Figures It Out*, pages 16–19.
- Model reading 1–2 sentences to model expression and accuracy for students.
- Move students to designated areas of the classroom where they can read aloud to themselves. Inform students that you will be listening for accuracy and expression as they read.
- As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Literal:** What two things happened as Frankie ran on the pool deck? (*The lifeguard blew the whistle, and Frankie slipped.*)
- 2. **Evaluative:** What does the reader learn about Marissa from her conversation with Frankie? (She is trained to help and rescue people; she is kind because she asks Frankie if she is okay; she wants Frankie to follow the rules because she reminds her that they are important.)



#### Reading

## Reading/Viewing Closely Beginning

Have students think about an event and a character from the text that portrays a basic emotion (i.e., happy, sad, surprised) and relate it to their own experiences. Provide sentence frames to guide their expression: I appreciate this because . . . This evokes the feeling . . .

#### Intermediate

Have students complete a
Venn diagram to visually
represent their connections to
the text about following/not
following the rules. Have them
fill in with information from
the text and their own lives.

#### Advanced/Advanced High

In small groups, have students discuss personal connections to the text related to how Frankie feels as well as Frankie's connection between not running on the pool deck and her swimming lesson. Use sentence frames: I can relate to this because . . . This brings back memories of . . . It's similar to something that happened to me when . . . Encourage students to listen to others' connections and discuss similarities.

#### ELPS 2.G; ELPS 4.J

#### Support

Use body or facial movements to provide students a deeper understanding of the glossary word subdued.

- 3. **Inferential:** What is the most likely reason Frankie felt subdued after Marissa spoke to her? (She was scared; she was embarrassed; she felt bad for breaking the rules.)
- 4. **Inferential:** How do Frankie's thoughts about the rules change at the end of this section? (She realized rules are important to stay safe at the pool, that the rules keep everything organized.)
- Ensure students draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - One thing that happened was.... Another was...
  - The reader learns that Melissa...
  - The most likely reason that Frankie felt subdued was because...
  - Frankie's thoughts about the rules change by...
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide corrective feedback such as, "Read at a natural pace, not too fast or too slow."

#### PRACTICE WITH PREFIX UN-SENTENCE RESPONSE (5 MIN.)

- On the board, write the sentence: "She spun her arms wildly, unable to keep her balance."
- Ask: What is the base word in *unable?* (able)
- Draw a box around *un* and underline *able*.
- Ask: What does able mean? (Able means that you can do something.)
- Point to un- and ask: How does the prefix un- change this word? (Unable means "not able.")
- Discuss that if Frankie was waving her arms and was unable to keep her balance, the sentence is describing Frankie falling.
- Have students open to Activity Page 5.2. Direct them to use a word with the prefix *un* to answer the prompt.



#### Activity Page 5.2: Practice with Prefix un-

As students discuss the two words from the Reader with the prefix un-, note students who need additional support to identify how un- affects the meaning of the words. Pause to scaffold instruction more clearly. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

#### End Lesson

#### Challenge

Direct students to write a short paragraph and draw a picture recalling a time they were *unable* to do something or a time when they were *uneasy* and how they overcame the problem.

#### Activity Page 5.2



#### **Lesson 5: Prefix Practice**

## Take-Home Material

• Have students take home Activity Page 5.3 for more practice with the prefix *un*–.

#### Activity Page 5.3



#### **Lesson 5: Differentiated Instruction**

# Additional Support

#### MORE HELP WITH THE PREFIX UN-

• For students striving to reach proficiency, intentionally pair students up and provide each student with a whiteboard, a word list, and a dry erase marker. Have Student A write the prefix *un*— on their whiteboard and Student B write the first word on the word list. Instruct students to put their boards together to read the new word. Then, have students switch, with Student A writing the next word on the list and Student B writing the prefix. The process continues as students take turns. Words may include *unkind*, *unlucky*, *unluck*, *unpack*, *undo*, *uncover*, *unsafe*, *untrue*, *unfair*.

# 6

#### **INTRODUCE**

# Prefixes dis and mis—

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read and spell words with prefixes.

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

Students will identify the meaning of and use words with dis- and mis-

affixes. TEKS 3.3.C

#### Reading

Students will read Chapter 4 of Frankie Figures It Out and will listen actively

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

Students will speak coherently about the Reader Frankie Figures It Out with

- appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**
- Students will read words with prefixes. TEKS 3.2.A.v
- Students will read and pronounce Tricky Word *delicious*. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and multiple-

meaning words. **TEKS 3.3.B** 

Students will identify the meaning of and use words with dis- and mis- affixes.

TEKS 3.3.C; TEKS 3.2.D

#### FORMATIVE ASSESSMENT

Activity Page 6.1 Practice with Prefixes dis – and mis –

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

Activity Page 6.2 Exit Ticket

TEKS 3.3.C; TEKS 3.2.D

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

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Introduce Prefixes dis— and mis—	Whole Group/ Small Group	15 min.	<ul> <li>□ Activity Page 6.1</li> <li>□ Activity Page 6.1 (Digital Components)</li> <li>□ Word Matrix Dis – and Mis – (TR 6.1)</li> </ul>		
Reading					
Read Frankie Figures It Out	Independent	10 min.	☐ Frankie Figures It Out (pp. 20–23) ☐ Anecdotal Reading Record		
Wrap Up	Whole Group	5 min.	<ul><li>Activity Page 6.2</li><li>Grade 3 Foundational Skills Record</li></ul>		
Take-Home Material					
Complete the Sentence			☐ Activity Page 6.3		

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Predetermine pairs for Activity Page 6.1.

#### Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 to display, or prepare to display the digital version.
- Prepare the Word Matrix Chart.

#### Reading

• Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to identify words with prefix *mis-*, *dis-*, *un-*.

#### **Universal Access**

- Identify and display various types of markets, such as a farmers' market or openair market, to increase background knowledge and give context to the Reader.
- Gather grade-appropriate magazines and books for students to search for words with the *mis* and *dis* prefixes for an extension activity.
- Write the word and phrases *hectic*, "politely waiting," and "drifted over" on the board, and call students' attention to the words before reading *Frankie Figures It Out* to support students' acting out of the words.
- Prepare word cards with *mis* and *dis* prefix words (*disrespect, mistake, discover, misread, misuse*) for Emergent Bilingual Students.

Start Lesson

#### Lesson 6: Introduce Prefixes dis- and mis-

## Foundational Skills



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

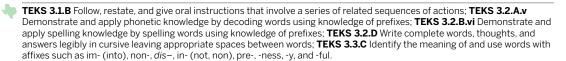
TEKS 3.1.B; TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D

Students will identify the meaning of and use words with dis- and mis- affixes.

**TEKS 3.3.C** 

#### INTRODUCE PREFIXES DIS - AND MIS - (15 MIN.)

- Tell students that today they will continue reviewing and working with affixes.
- Ask: Which affix did we learn about in the previous lesson? Is it a prefix or a suffix? (un-; prefix)



- Display Word Matrix dis— and mis—.
- Inform students that in this lesson they will work with the prefixes *dis* and *mis*—. Prompt students to follow these steps. First turn to a partner and share words they can think of that begin with the prefixes *dis* or *mis*—. Invite students to share their answers with the class. Next, challenge them to think of words that also include the suffixes on the Word Matrix.
- Reiterate that prefixes change the meaning of the base word.
- Explain that *mis* usually means that something went wrong, did not go as planned, or did not happen the way it should.
- Write *misread* on the board in cursive, modeling the correct letter formation. Instruct students to whisper the word into their cupped hand.
- Use sound-by-sound blending to decode *misread*. Explain that *misread* can be pronounced /m/ /i/ /s/ /r/ /ee/ /d/ or /m/ /i/ /s/ /r/ /e/ /d/ depending on if the word is used for the present tense or past tense.
- Point to misread.
- Ask: What is the prefix? (mis-)
- Draw a box around the prefix mis-.
- Cover up the prefix mis-.
- Ask: What base word remains when we remove the prefix *mis-?* (*read*)
- Explain that adding the prefix *mis* to the base word *read* creates the new word *misread*.
- Prompt students to Think-Pair-Share: What does it mean to *misread* something? (It means an error was made when reading or the person came to the wrong conclusion.)
- Provide the sentence stem: To misread means to . . .
- Provide an example for students: If a recipe calls for a teaspoon of salt but someone adds a teaspoon of sugar instead, they probably misread the recipe.
- Inform students that *dis* means "the opposite" or "not." Explain that when *dis* is put in front of a word, it usually changes the base word to mean the opposite of its original meaning.
- Write *discover* on the board in cursive, modeling the correct letter formation. Instruct students to whisper the word into their cupped hand.
- Ask: What is the prefix? (dis-)
- Draw a box around the prefix dis-.

- Cover up the prefix dis—.
- Ask: What base word remains when we remove the prefix dis-? (cover)
- Explain that adding the prefix *dis* to the base word *cover* creates the new word *discover*.
- Prompt students to Think-Pair-Share: What does it mean to discover something? (To discover means making something known or uncovering it.)
- Clarify that, since *dis*—means "not," to *discover* means that something is not covered; therefore, it is able to be seen or found.
- Prompt students to turn and talk: What did Frankie discover during her experience at the pool? (Rules at the pool keep everyone safe while still having fun.)
- Write the word *mistake* on the board. Instruct students to whisper the word into their cupped hand.
- Ask: What is the base word in mistake? (take)
- Underline take, and draw a box around mis-.
- Ask: What does mistake mean? (Mistake means you do something that is not quite right or you do something that is not thought of as the correct way to do it.)
- Write the word *disrespected* on the board. Instruct students to whisper the word into their cupped hand.
- Ask: What is the base word in *disrespected?* (respect)
- Note: Some students might also identify –ed as the suffix.
- Underline respect and draw a box around dis-.
- Ask: What does respect mean? (Respect means treating others how you would like to be treated.)
- Explain that *mistake* and *disrespected* are words from the chapter students will read in their Reader today.
- Prompt students to turn and talk: What prediction can you make about the plot of the chapter based on these words? (I think Frankie will make a mistake that makes someone feel disrespected, or she will witness someone else do this.)
- Display Activity Page 6.1, and direct students to open to it in their Activity Books and follow the instructions.
- Move students into pairs.
- Read the instructions for the task, answering any clarifying questions:



#### Foundational Skills

#### **Foundational Literacy Skills**

#### Beginning

Provide word cards with mis— and dis— prefix words. Have students sort words according to their prefix. As they sort, have students read the words aloud.

#### Intermediate

Have students find words with the prefixes dis— and mis— in a book, newspaper, or magazine. Have them write down the words they find and discuss their meanings with a partner. Encourage students to listen to the words that their partner found and discuss if they found any of the same words.

#### Advanced/Advanced High

Provide word cards with mis— and dis— prefix words. Have them move the cards around to make comparisons amongst the meanings of the words. For example, a student may pair misspell with disappointed and say, "A student may be disappointed if they misspell a word on a spelling quiz."

ELPS 1.E; ELPS 2.A; ELPS 3.D

#### Activity Page 6.1



- Read each base word.
- Determine whether *dis* or *mis* is the correct prefix for each word.
- · Circle the prefix.
- Write the new word in cursive.
- Choose two of the newly formed words and write two sentences in cursive.
- Release student pairs to work. Circulate and monitor, providing support as needed with determining the correct prefixes. Remind students to use a capital letter and end punctuation. Also monitor for students' cursive writing. Provide immediate and corrective feedback such as, "Check that your loops and tails are formed smoothly and connect to the next letter."
- After student pairs finish working, display and review the answers, allowing students to correct themselves. Invite students to share their original sentences with the class.

#### Challenge

Provide students with grade-appropriate books from the class library or magazines and have them hunt for words with dis— and mis—. Have students work together to determine the meaning of the found words.

#### Lesson 6: Introduce Prefixes dis- and mis-

## Reading



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

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C** 

- Students will read words with prefixes. TEKS 3.2.A.v
- 🔷 Students will read and pronounce Tricky Word delicious. TEKS 3.2.A.vii

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

meaning words. **TEKS 3.3.B** 

Students will identify the meaning of and use words with *dis* – and *mis* – affixes.

TEKS 3.3.C; TEKS 3.2.D

#### Reader



Pages 20-23

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

•	Ask students to retell the ke	ey events fron	n the previous	chapter of <i>Frankie</i>
	Figures It Out in logical orde	r. Provide ser	ntence frames	: Three major events
	from the story are Fir	rst, Nex	kt, Then	,

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words 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; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Explain that today, students will read Chapter 4 of *Frankie Figures It Out*, "The Market," starting on page 20.
- Ask: What items might you find at a grocery store? (fresh food, canned and frozen food, household goods, everyday necessities)
- Clarify that another term for *grocery store* is *market*. They can be used interchangeably; sometimes a market is used to refer to a smaller shop or an open-air shopping experience like a farmers' market. Both can be owned by members of the community; this would be considered their place of business.
- Display vocabulary words, and have students decode by isolating the vowel sounds and suffixes prior to reading the text.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to discuss what they already know about the words.

#### packed

1. adj., extremely full, very crowded

Example: The airport was packed with people waiting to get on flights before the busy holiday.

**2. v.,** loaded items into a container, such as a box or bag, often for transportation purposes

Example: We packed for our trip the evening before our flights so that we would not be in a rush the next morning.

**drifted, v.,** slowly and smoothly moved towards something Example: She watched as the clouds drifted through the sky, imagining each one was the shape of an animal.

#### **Sayings and Phrases**

**Packed with people** is a saying that means an area is very crowded with many people, close together.

Example: Maybe we should go to the carnival this afternoon because it will be packed with people in the evening.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "packed with people." The multiple meanings of the word *packed* 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.

#### Support

Have students act out words and phrases from the Reader, such as *hectic*, "politely waiting," and "drifted over" to have a tangible understanding of these actions.

Vocabulary Chart for "The Market"				
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		drifted		
Multiple-Meaning Core Vocabulary Words		packed		
Sayings and Phrases	packed with people			





Reading

#### Reading/Viewing Closely

#### Beginning

Have students orally make predictions. Provide sentence frames: I predict that [character] will \_\_. I predict that [event] will happen.

#### Intermediate

In pairs, have students orally make predictions about the reading using sentence frames: I think that [event] could happen because \_\_. It seems like [character] is going to \_\_.

#### Advanced/Advanced High

In small groups, have students orally express their predictions about the reading using sentence frames: I imagine that [character] will \_\_. I imagine that [event] will happen, and it will be \_\_. When I think about it, I imagine that [outcome] will happen.

ELPS 3.E; ELPS 4.J

- Display the Tricky Word, read the word, and use it in a sentence:
  - delicious
- Point out which parts of the word are regular and can be blended as you
  would expect and which parts are not regular and will either be taught later
  or simply must be remembered.
  - Tricky Word: delicious
    - Expected: /d/, /e/, /l/, /i/, /u/, /s/
    - Tricky: The letters cio are pronounced /sh/.
- Guide the class in reading Chapter 4 of the Reader, pages 20–23.
- Model fluent reading, starting with, "Frankie and her mom. . ." on page 20.
- Release students to independently read the rest of the chapter, starting at "Frankie drifted over . . ." on page 20,
- Circulate and listen to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Literal:** What was the market like when Frankie and her mom arrived? What are some phrases from the text that help you to picture the market? (The market was busy and energetic. The text uses words like busy, packed, "brightly colored fruits filled the stall," and "smell of fresh bread filled the air.")

- 2. **Inferential:** What does the word *sample* mean in this section? What clues in the text help you to understand this? (Sample *means a small part that shows what the whole is like. The text says "try one," "a little square piece on the end of a toothpick," and "she was hungry for more.")*
- 3. **Evaluative:** What did Frankie think might happen if people disobeyed the line rule at the market? Do you agree with Frankie's observations? (She thought it would be hectic and people would get angry. I agree because I feel frustrated when things are chaotic and people aren't following the rules.)
- Ensure students speak coherently and draw evidence from the text to support their response. Provide sentence stems:

<ul> <li>The market was</li> </ul>	

- Frankie most likely thought that \_\_\_\_\_.
- The word means .

#### WRAP UP (5 MIN.)

• Have students open to Activity Page 6.2. Invite a student volunteer to read the directions aloud. Clarify that students should use at least one word from he prefix chart on Activity Page 6.1. to construct their sentences.



#### Activity Page 6.2: Exit Ticket

Collect Activity Page 6.2 to assess students' understanding of the Reader and their ability to correctly spell and use words with the prefixes *mis*— or *dis*— in context. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

### Lesson 6: Introduce Prefixes dis- and mis-Take-Home Material

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

Activity Page 6.2



Activity Page 6.3



# Additional Support

#### MORE HELP WITH THE PREFIXES MIS-AND DIS-

• Conduct a bingo game with students using *mis*— and *dis*— Prefix Bingo Cards TR 6.3 and *mis*— and *dis*— Prefix Bingo Word List TR 6.3. Read a word aloud. Have students determine if the word should have the prefix *mis*— or *dis*— and write the prefix in the appropriate word box on the bingo card. Students officially get bingo when they get three words in a row, horizontally, vertically, or diagonally. Students must write the correct prefix for each word in order to win.

#### **INTRODUCE**

## Prefix re-

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read and spell words with prefixes.

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

Students will identify the meaning of words with the re- affix.

TEKS 3.1.B; TEKS 3.3.C

#### Reading

Students will read Chapter 5 of *Frankie Figures It Out* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

Students will speak coherently and read words with prefixes.

TEKS 3.1.C; TEKS 3.2.A.v

Students will identify and read the high-frequency words draw and paper.

TEKS 3.2.A.vii

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

◆ Students will identify the meaning of words with the re— affix. TEKS 3.3.C

#### FORMATIVE ASSESSMENT

Activity Page 7.2 Reader Response

TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D; TEKS 3.3.C

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im*- (into), *re*-, *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.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Introduce Prefix <i>re</i> –	Small Group	10 min.	☐ Activity Page 7.1 ☐ Word Matrix Re- (TR. 7.1)		
Practice with <i>re</i> -	Independent	5 min.	<ul><li>Activity Page 7.2</li><li>Grade 3 Foundational Skills Record</li></ul>		
Reading					
Read Frankie Figures It Out	Whole Group	10 min.	<ul><li>□ Frankie Figures It Out (pp. 24–31)</li><li>□ Anecdotal Reading Record</li></ul>		
Wrap Up	Independent	5 min.			
Take-Home Materials					
Complete a Story			☐ Activity Page 7.3		

#### ADVANCE PREPARATION

#### **Foundational Skills**

- Predetermine pairs for Activity Page 7.1.
- Prepare the Word Matrix Chart.

#### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to identify words with prefix re—.
- Predetermine reading partners.
- Prepare the Word Matrix chart.

#### **Universal Access**

- Gather images of people working in an office to provide context for students as they read the text.
- Create a resource (e.g., handout, anchor chart) that provides definitions for the base words in the Complete the Story activity for students to reference.
- Briefly review the characteristics of dialogue to support students in their extension activity of writing new dialogue for the Reader using words with re— as the prefix.
- Gather grade-appropriate books for students to search for words with the re- prefixes.

Start Lesson

#### Lesson 7: Introduce Prefix re-

## Foundational Skills



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

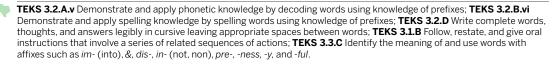
TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D

Students will identify the meaning of words with the re- affix.

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

#### **INTRODUCE PREFIX RE- (10 MIN.)**

- Tell students that today they will continue reviewing and working with affixes.
- Display Word Matrix re—.





#### Foundational Skills

#### Foundational Literacy Skills

#### Beginning

Have students brainstorm a list of words that include the prefix re— and discuss the meanings of these words. Provide a sentence stem: The word \_\_\_\_ means

#### Intermediate

Have students find words with the prefix re— in books. Have them write down the words they find and discuss their meanings with a partner or in small groups. Provide a sentence frame: The word \_\_\_\_\_ means \_\_\_\_\_ because \_\_\_\_\_.

### Advanced/Advanced High

In small groups, have students engage in peer discussions to explain the meaning and usage of words with the prefix re—. Provide a sentence frame:

When I encounter a new word like \_\_\_\_\_\_, I can figure out its meaning by \_\_\_\_\_. For example, in this case, the word \_\_\_\_ means \_\_\_\_\_ because \_\_\_\_\_.

ELPS 1.H; ELPS 2.C; ELPS 3.E

#### Activity Page 7.1



- Inform students that in this lesson they will work with the prefix re—. Prompt students to turn to a partner and share words they can think of that begin with the prefix re—. Invite students to share their answers with the class.
- Challenge them to think of words that also include the suffixes on the Word Matrix.
- Reiterate that prefixes change the meaning of the base word.
- Explain that re— means "again." Adding the prefix re— to a base word changes the meaning of that word to mean it is done "again."
- Write *reexamine* on the board in cursive, modeling the correct letter formation. Instruct students to whisper the word into their hand.
- Ask: What is the prefix? (re-)
- Draw a box around the prefix re-.
- Cover up the prefix re-.
- Ask: What base word remains when we remove the prefix re-? (examine)
- Explain that adding the prefix re— to the base word examine creates the new word reexamine.
- Prompt students to turn to a partner to discuss: What does the word reexamine mean? (Reexamine means to look at something in a close way more than once.)
- Provide an example for students: After finding new evidence, the detective decided to reexamine the case to uncover the truth.

#### PRACTICE WITH PREFIX RE- (5 MIN.)

- Have students open to Activity Page 7.1. Invite a student volunteer to read aloud the directions.
- Move students into small groups.
- Direct groups to complete each table by making new words containing the
  prefix re—, writing a definition in their own words, and drawing a sketch to
  show the meaning of the newly formed word.
- Allow students to access to print or digital dictionaries to check their understanding of the words reconstruct, rediscover, and recalculate.
- Circulate and monitor, providing corrective feedback for proper letter formation such as, "Ensure that your letters are properly spaced and don't run into each other."



#### Activity Page 7.1: Build New Words with re-

Collect Activity Page 7.1 to assess students' ability to understand the meaning of words with the prefix re— by completing each chart.

#### Lesson 7: Introduce Prefix re-

# Reading



**Primary Focus:** Students will read Chapter 5 of *Frankie Figures It Out* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

Students will speak coherently and read words with prefixes.

TEKS 3.1.C; TEKS 3.2.A.v

Students will identify and read the high-frequency words draw and paper.

TEKS 3.2.A.vii

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

Students will identify the meaning of words with the re- affix.

TEKS 3.3.B; TEKS 3.3.C

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Ask students to turn to a partner and retell what previously happened in Frankie Figures It Out. Provide sentence frames: Three major events from the story are \_\_\_\_\_. First, \_\_\_\_\_. Next, \_\_\_\_\_. Then, \_\_\_\_\_.
- Explain that today, students will read Chapter 5 of *Frankie Figures It Out*, "The Office," starting on page 24. They will continue to work with their partners during this activity.
- 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.

**edited, v.,** made changes to something that is written Example: The newspaper realized they made a mistake in an article, so they edited it to be correct.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments: **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge: (v) by decoding words using knowledge of prefixes; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), re-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

#### Reader



Pages 24-31

#### clerk

**1. n.,** someone in a workplace whose job it is to help other people do or find things

Example: The shopping clerk worked at the cash register where people paid for their items.

**2. v.,** to perform the job duties of a clerk

Example: My mother decided to clerk for a judge when she was in law school because it was great experience.

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

Vocabulary Chart for "The Office"				
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		edited		
Multiple-Meaning Core Vocabulary Words		clerk		
Sayings and Phrases				

- Explain that students will examine new high-frequency words. Display this lesson's high-frequency words: *draw* and *paper*.
- Focus on the word *draw*. Circle the letters *dr*. Remind them that they have learned that *dr* is a consonant blend. Underline the vowel team *aw*. Remind students that they may have learned that these vowels together are sometimes pronounced as a diphthong, or sliding vowel, that sounds like /aw/ as in *paw*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /d/ /r/ /aw/. For additional support, display the Spelling Cards for each sound.
- Point out that in today's section of the Reader, students will encounter *draw* often with the suffix –*ing*. Display *drawing* next to *draw*, and say each word aloud.

- Tell students that like the high-frequency word *fall*, *drawing* is a homonym; it is a word that has multiple meanings but is spelled and pronounced the same. Elicit from students several different meanings for the word *draw* or *drawing*, and ask them to provide sample sentences.
- Focus on the word *paper*. Have students turn and talk with a partner about where to divide the word based on their knowledge of syllables. Ask pairs to write the word *paper* with lines dividing the syllables. Confirm that the word should be divided pa/per.
- Guide the class in reading the next section of the Reader, pages 24–31.
- Direct students to look at the first paragraph. Explain that, you will read the paragraph aloud, pausing occasionally before phrases including dialogue. The class will follow along and say the next word aloud when they hear the teacher pause.
- Remind students that they will need to stay focused and engaged to know when it's their turn to fill in the pause with the next word of the text.
- Model fluent reading for the first couple sentences on page 24. Pause at random spots to allow students to read the next word aloud as a class.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, ending on page 31.
- Direct reading partners to alternate paragraphs. When their partner hears them pause, the partner reads the next word aloud, and the first reader continues until the end of the paragraph.
- Direct partners to notice words with the prefix re— as they read.
- When discussing the story, remind students to speak coherently at an
  appropriate rate and volume while maintaining eye contact. Ask the following
  strategic prompts, and ask students to use context for support, if needed.
  Have students listen actively and ask relevant questions to clarify any
  information from the Reader or strategic prompts. Example prompts include:
- 1. **Inferential:** What details in the text support the idea that everyone in Frankie's mom's office worked toward the same goal? (*The text names the people who edit the book, the people who draw the art, the people who sell the books, and the people who manage the office.)*
- 2. **Inferential:** What words in the text show that Frankie is changing her mind about the importance of rules? (*The text says*, "Maybe an office was a good place to have a few rules. Everyone worked toward the same goal in her mom's office. The rules helped them get there.")



#### Reading

#### Reading/Viewing Closely

#### Beginning

Have students make a
list of jobs. Have students
describe Frankie's mom's
job. Provide a sentence
frame: Frankie's mom has a
job as a In her
job, she This
means she

#### Intermediate

Have students describe the people who work in Frankie's mom's office (i.e., editors, salespeople, artists, custodians, office clerks, etc). Have students write a sentence about each. Provide a sentence frame: [Person] has [job]. This means [person] does \_\_\_\_.

#### Advanced/Advanced High

In small groups, have students create a list of different jobs. Have them read their list to another group, listen to the other group's list to compare, and keep only the jobs that are different on their lists. If there are jobs they don't know, have students look them up in the dictionary. Provide a sentence frame to elicit discussion: On our list, we have \_\_\_\_. On your list, you have \_\_\_\_.

ELPS 2.G; ELPS 4.F

#### Challenge

Have students work together to come up with short dialogues that could be added to the Reader that use different words with the prefix re—.

- 3. **Literal:** What words in the text help you understand what the word *specialists* means? *(experts)*
- 4. **Evaluative:** What lesson does Frankie learn after visiting her mom's office? (Rules are a good thing to have at the office, so that everyone can do their part.)
- Ensure students draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - The text states...
  - The text shows that...
  - The words are...
  - Frankie learns that...
  - According to the text, \_\_\_\_\_ in paragraph \_\_\_\_\_, it states \_\_\_\_\_.
  - Another piece of evidence I found is \_\_\_\_\_.
- Record notes about mispronunciations, self-correction, pacing, transposition
  of words, and expression. As you listen to students read, make notes
  regarding their individual reading ability in the Anecdotal Reading Record.

#### WRAP UP (5 MIN.)

- Ask partners to share any words they found in this chapter with the prefix re—. (refilled, return, reread, responded)
- Have students open to Activity Page 7.2 in their Activity Books. Read the instructions for the task, answering any clarifying questions.
- Circulate and monitor, providing corrective feedback for proper letter formation such as, "Focus on maintaining consistent slant and angle throughout your writing."



#### Activity Page 7.2: Reader Response

Collect Activity Page 7.2 to assess students' understanding of the Reader and their ability to correctly spell and use words with the prefix re- in context as well as demonstrate understanding of the Reader. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson	

#### Activity Page 7.2



#### Lesson 7: Introduce Prefix re-

## Take-Home Material

 Have students take home Activity Page 7.3 for additional practice with this lesson's objectives.

#### Activity Page 7.3



#### **Lesson 7: Differentiated Instruction**

# Additional Support

#### MORE HELP WITH THE PREFIX RE-

Students may benefit from cutting up and pasting together prefixes and base words to create new words. Consider using sentence strips and tape to provide this support. Words for this activity may include reconsider, recreate, reform, refresh, reshape, rewind, review, redefine, reconnect, and renew.

#### Support

Provide definitions for the base words in the Complete the Story activity to support students in figuring out the new definitions and in figuring out where each word properly fits in the story.

# 8

#### **INTRODUCE**

# Prefix pre-

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will follow, restate, and give oral instructions that involve a series of related sequences of events for I Have, Who Has? **TEKS 3.1.B** 

Students will collaborate with others to identify the prefix and base words.

**TEKS 3.1.D** 

Students will read and spell words with prefixes.

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

Students will identify the meaning of words with the pre- affix.

TEKS 3.1.B; TEKS 3.3.C

#### Reading

Students will read Chapter 6 of Frankie Figures It Out and will listen actively

- to answer and discuss questions about the text. TEKS 3.1.A
- Students will read words with prefixes. TEKS 3.2.A.v
- Students will read and pronounce Tricky Word library. 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
- Students will identify the meaning of words with affixes. TEKS 3.3.C

#### FORMATIVE ASSESSMENT

Activity Page 8.1

Review Prefixes pre-, re-, and un-TEKS 3.2.A.v: TEKS 3.2.B.vi: TEKS 3.2.D

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

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills	Foundational Skills					
Introduce Prefix <i>pre</i> –	Whole Group	5 min.	<ul> <li>Activity Page 8.1</li> <li>Grade 3 Foundational Skills Record</li> <li>Word Matrix with pre— (Digital Component 8.1)</li> </ul>			
Play I Have, Who Has?	Small Group	10 min.	☐ I Have, Who Has? Cards (TR 8.1)			
Reading						
Read Frankie Figures It Out	Small Group	10 min.	<ul><li>□ Frankie Figures It Out (pp. 32–35)</li><li>□ Anecdotal Reading Record</li></ul>			
Wrap Up	Independent	5 min.	☐ Activity Page 8.1			
Take-Home Material						
Practice Prefixes <i>pre-</i> , <i>re-</i> , and <i>un-</i>			☐ Activity Page 8.2			

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Create an enlarged version of Word Matrix with *pre*— to display, or prepare to display the digital version.

#### Digital Component 8.1

• Prepare Word Matrix Chart with prefix pre-.

Prefix	Base Words	Suffix
pre- un- non-		-ed -ing -ly

- Draw a chart on the board like the one shown on Activity Page 8.1.
- Predetermine small groups of three to five students for both Practice with Prefix pre— and I Have, Who Has?
- Copy and cut out the I Have, Who Has? cards. Prepare one set per group.

#### Reading

• Preview the Reader to identify words with the prefix pre-.

#### **Universal Access**

•	If students need additional support writing sentences with the words in
	the Word Bank in Activity Page 8.1, consider providing sentence starters.
	Sentence starters could include: When I went camping, I was
	because there was no service. It was that it rained the day of the
	picnic. They will dinner, so no one has to cook tonight.

- Show students examples of books on the topics referred to in the Reader (prehistoric, travel, cartoonist, magicians, biologist, historians, and athletes) to activate prior knowledge. Discuss ways that these books can help a person who is looking for information on these topics.
- In addition to providing sentence starters as students write original sentences, consider having students speak aloud or record sentences before transcribing them.
- Use visual supports as students are crafting sentences. For example, for a word like *precook*, provide an image of a raw chicken and a cooked rotisserie chicken. Prompt student thinking by asking which one was cooked before and why someone might want already cooked food at the ready. Then have students write a sentence capturing their thinking, such as, "I got precooked chicken so I could eat it right away."
- Prepare a timeline for students to visually represent the concept of the prefix
   pre- and its meaning.

#### Lesson 8: Introduce Prefix pre-

## Foundational Skills



**Primary Focus:** Students will follow, restate, and give oral instructions that involve a series of related sequences of events for I Have, Who Has? **TEKS 3.1.B** 

Students will collaborate with others to identify the prefix and base words..

TEKS 3.1.D

Students will read and spell words with prefixes.

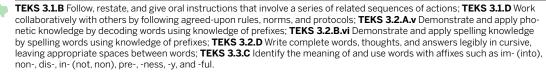
TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.2.D

Students will identify the meaning of words with the pre- affix.

TEKS 3.1.B; TEKS 3.3.C

#### **INTRODUCE PREFIX PRE- (5 MIN.)**

- Explain to the class that they will continue reviewing and working with affixes. Today, they will be working with a prefix. Write the word *prefix* on the board in cursive, modeling proper letter formation.
- Display Word Matrix with pre- (Digital Component 8.1)
- Have students turn and talk to a partner. Ask: How do prefixes change the
  meaning of base words? What are prefixes, and what do they do? (Prefixes
  are word parts that come before a base word. They change the meaning of
  the base word.) Provide a sentence frame, such as Prefixes are
  When added to a word, they \_\_\_\_\_\_\_.
- Ask: What are some prefixes that you already know? (un-, non-, re-). If
  necessary, provide a sentence frame, such as "We have studied the prefixes
  ".
- Provide a base word with the prefix *un* and have students discuss how *un*-changes the meaning. (*unbelievable*, *unstable*)
- Review previously studied prefixes by prompting students to give their meaning and brainstorm a few examples that use each of them (uncommon, unlikely, nonverbal, nonsense, rewrite, remain).
- Draw a box around the letters *pre* in *prefix*. Point out that *pre* is itself the prefix students are working with today.





#### Foundational Skills

#### Foundational Literacy Skills

#### Beginning

Have students think about whether there is a word in their home language that acts like pre—. Have them share and explain. Provide a sentence frame: In my language, we use \_\_\_\_ to mean \_\_\_.

#### Intermediate

Have students use a timeline to visually represent the concept of the prefix pre— and its meaning. For example, have them create a timeline to show that pre—refers to something that happens before the main event. Provide a sentence frame: In my timeline, \_\_\_ happens before \_\_\_.

#### Advanced/Advanced High

Have students provide real-life examples where the prefix pre— is commonly used. For example, preparing for a test, preplanning for a trip, or precautions taken before an event. Provide a sentence frame: I can use the word \_\_\_\_ to talk about \_\_\_.

ELPS 1.C, ELPS 1.A

- Ask: Keeping in mind the meaning of *prefix*, what might *pre* mean? (Pre— *might mean before or prior to.*)
- If you have not already, draw a table on the board with six boxes to match the table on Activity Page 8.1. Label the boxes: *prefix*, *base word*, *new word*, *definition*, *sketch*, *sentence*.
- Write pre in the prefix box and pay in the base word box.
- Ask: What new word is formed when we add the prefix pre to the base word pay? (prepay)
- Write prepay in the new word box.
- Have students read the word prepay aloud.
- Ask: Using what you know about these word parts, what does *prepay* mean? (To pay for something in advance.)
- Write the definition in the Definition box.
- Ask: When might you prepay for something? (If you bought season tickets to a sports team's games.)
- Ask: What simple sketch could we draw to show the meaning of *prepay*? (A money symbol with an arrow pointing back to show that it happened earlier.)
- Repeat this process with the word *prefabricate*. Have students work with a partner to discuss their answers before sharing them with the class.

#### PLAY I HAVE, WHO HAS? (10 MIN.)

- Move students into collaborative small groups and pass out a set of I Have, Who Has? cards (TR 8.1) to each group.
- Explain the game:
  - Pass out the cards so that each student has the same number of cards.
  - Before beginning, instruct students to read their cards to familiarize themselves with their words and "Who has . . ." questions.
  - 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 the word at the top of one of their cards answers the question.
  - The person who has 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.

#### Supoprt

Provide sentence starters or supply scenarios for students who might need additional support writing original sentences.

#### Challenge

Have students work in groups to write sentences for the words they matched in I Have, Who Has?

- Note that a student might already have the card that answers the question on a card they read and should simply continue with the game play.
- The game ends when students read the final card.
- Have students restate the instructions for the game. Then prompt students to begin the game.
- If time allows, groups can reshuffle the cards and play again.
- Have students open to Activity Page 8.1. Read aloud the directions.
- Clarify that students will work with their groupmates to complete the tables for questions 1 and 2. They will follow the same process as earlier in the lesson but for any two words of their group's choosing from the Word Bank.
- Circulate and monitor as students write, providing corrective feedback such as, "Focus on connecting your letters smoothly. Work on making the transition from 'h' to 'e' more fluid."



#### Check for Understanding

As you circulate, check to see that students are able to identify the prefix and base word. They should also be able to display an understanding of the word's meaning based on their knowledge of prefixes. You will collect Activity Page 8.1 at the end of today's lesson.

#### Lesson 8: Introduce Prefix pre-

# Reading



**Primary Focus:** Students will read Chapter 6 of *Frankie Figures It Out* and will listen

- actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read words with prefixes. TEKS 3.2.A.v
- Students will read and pronounce Tricky Word *library*. **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**
- Students will identify the meaning of words with affixes. TEKS 3.3.C

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

Activity Page 8.1



#### READ FRANKIE FIGURES IT OUT (10 MIN.)

Reader



Pages 32-35

- Ask students to paraphrase what previously happened in *Frankie Figures It Out*, supporting them in identifying the key points as they do so. Direct students to use the sequencing words *first*, *next*, and *finally* as they retell these main events.
- Write the following phrases from the text on the board: "preoccupied by her incredible surroundings", "about prehistoric times", "rebound after a challenge", "must be misreading", and "they were misspelled".
- Tell students that these are all phrases from today's text in the Reader, and each of them include words with prefixes.
- Give students a clue to which phrase you are thinking about: "My phrase is describing an amazing place. Which phrase is it? ("preoccupied by her incredible surroundings")
- Ask students to turn and talk with a partner about which word has a prefix (preoccupied) and what the word might mean (lost in thought, distracted) based on how it is used in the text.
- Repeat with the remaining phrases:
  - "My phrase talks about things long ago." (about prehistoric times)
  - "My phrase describes a response to a problem." (rebound after a challenge)
  - "My phrase indicates a mistake when reading." (must be misreading)
  - "My phrase indicates a problem with spelling." (they were misspelled)
- Explain that today, students will begin reading Chapter 6 of *Frankie Figures It Out*, "The Library," starting on page 32.
- 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.

#### branch

**1. n.,** a local shop or meeting place that is part of a larger company or organization

Example: Our town's branch of a famous American shoe store sells any kind of sneakers you could want.

**2. n.,** a limb of a plant, such as a tree, that grows from its main trunk Example: Grandpa hung a rope swing from the tree's thickest branch.

**pharmacist, n.,** a scientist that prepares medications to treat illnesses and keep people healthy

Example: He went to the pharmacist at the drugstore to pick up medicine for his grandmother.

**preoccupied, adj.,** thinking or doing something so much that you do not pay attention to other things

Example: I was so preoccupied with my upcoming baseball game that I didn't want to watch television or play a game with my sister.

**rebound, v.,** to bounce back after hitting something or after something happening Example: After bouncing the basketball off the ground, it made a big rebound back into the air.

- Conduct a brief discussion about the different words in the chart. Display the vocabulary words and have students decode by isolating the vowel sounds and discussing the word meanings of pharmacist and branch. (italicize pharmacist and branch).
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for "The Library"					
Туре	Tier 3 Unit- Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	pharmacist	preoccupied rebound			
Multiple-Meaning Core Vocabulary Words		branch			
Sayings and Phrases					

- Display the Tricky Word, read it aloud, and use it in a sentence:
  - library
- Point out which parts of the word are regular and can be blended as one
  would expect and which parts are not regular and will either be taught later
  or simply must be remembered.
  - Tricky Word: *library* 
    - Expected: /l/, /ie/, /b/, /r/, /ee/
    - Tricky: The letters 'ar' are pronounced /ae/ /r/.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, pages 32–35.



#### Reading

#### Reading/Viewing Closely

#### Beginning

Ask students and simple questions: Have you been to a library? Do you like libraries? Do you read at the library or take books home to read? Have students ask a partner: What's your favorite book? Provide a sentence stem: My favorite book is \_\_.

#### Intermediate

Ask students: What sections of the library do you like best? What types of books do you like to read? Have students ask a partner: Are you similar or different from Frankie? Provide a sentence frame: I'm [similar/different] to/from Frankie because \_\_\_\_. Encourage students to listen to their partner's

to listen to their partner's responses and discuss if they have overlapping similarities or differences with Frankie.

## Advanced/Advanced High

Have students predict what Frankie might do next. Have students work in pairs to discuss and then write 1–2 sentences about their predictions, and provide a sentence frames: I think Frankie might \_\_ next, because \_\_. (use the text to help).

ELPS 2.G; ELPS 4.G, ELPS 4.J; ELPS 5.B

- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Direct reading partners to focus on reading with appropriate pace and expression.
- Use strategic prompts to check for comprehension and for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Literal:** What are some of the different sections and types of books Frankie encountered at the library? (books about different time periods; story books for all ages; books about magicians, biologists, historians, and athletes)
- 2. **Inferential:** Based on what you have read so far about Frankie's experience at the library, what do you predict she will likely do next? (*Find a cozy place to read, keep exploring different books, ask the librarian questions.*)
- 3. **Evaluative:** What does Frankie's reaction when she arrived at the library help you to understand about the library? (*It was probably enormous and beautiful because her eyes widened with amazement, her jaw dropped, and she was preoccupied by what she saw.)*
- Ensure students draw evidence from the text to support their response.

  Provide sentence stems as needed such as:
  - Frankie found...
  - I think Frankie will...
  - The library is...
- 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.)

- Focus students back on Activity Page 8.1. Read aloud the directions for number 3. Clarify that they must use at least two of the words in the box to write their explanation. Write the words legibly in cursive, leaving appropriate spaces between words. It may be more than one sentence.
- Circulate as students work, offering feedback for proper letter formation and students' constructed responses. Provide 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 8.1





#### Activity Page 8.1: Review Prefixes pre-, re-, and un-

Collect Activity Page 8.1, and assess students' ability to correctly read and spell words with the prefixes pre-, re-, and un-. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

#### Lesson 8: Introduce Prefix pre-

## Take-Home Material

 Have students take home Activity Page 8.2 to demonstrate their knowledge of prefixes to a family member.

#### **Lesson 8: Differentiated Instruction**

# Additional Support

#### MORE HELP WITH THE PREFIX PRE-

• Provide additional practice with the prefix pre— by having students apply it to new base words, such as write, teach, test, treat, teen, date, caution, mature, serve, arrange, and flight. Write the base word on one card. On another card, write pre—. Have students move around the prefix card to add pre— to each of the base words. Have them define the base word, define the word with the prefix attached, and discuss when that new word might apply. Provide some base words that form nonsense words when pre— is added, such as grow, hope, care, or use. Invite students to think of what the definition of the word would be based on the word parts if it were a real word.

#### Activity Page 8.2





#### **INTRODUCE**

# Suffix -ist

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

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

by adding -ist. TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D

Students will identify the meaning of words with the -ist affix.

- TEKS 3.1.B; TEKS 3.2.D; TEKS 3.3.C
- Students will speak coherently about a topic. TEKS 3.1.C

#### Reading

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

• the final 'e'. TEKS 3.1.C; TEKS 3.1.D; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D

Students will identify and read the high-frequency word never and last.

TEKS 3.2.A.vii

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

- multiple-meaning words. TEKS 3.3.B
- Students will identify the meaning of words with the -ist affix. TEKS 3.2.D; TEKS 3.3.C

#### **FORMATIVE ASSESSMENT**

Activity Page 9.1 Dictation

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

Activity Page 9.2

Suffix -ist Crossword Puzzle
TEKS 3.2.A.vi; TEKS 3.2.B.vii;
TEKS 3.2.D: TEKS 3.3.C

TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (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; (vii) identifying and reading high-frequency words from a research-based list;" after "consonants; TEKS 3.2.Bvii 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.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not non), pre-, -ness, -y, and -ful; TEKS 3.1.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 others by following agreed-upon rules, norms, and protocols; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills	Foundational Skills					
Introduce Suffix – <i>ist</i>	Whole Group	10 min.	☐ Word Matrix –ist (TR 9.1)			
Practice with Dictation	Independent	5 min.	<ul> <li>Activity Page 9.1</li> <li>Activity Page 9.1 (Digital Components)</li> <li>Grade 3 Foundational Skills Record</li> </ul>			
Reading						
Read Frankie Figures It Out	Whole Group	10 min.	<ul> <li>□ Frankie Figures It Out (pp. 36–41)</li> <li>□ Anecdotal Reading Record</li> <li>□ Activity Page 9.2 (Digital Components)</li> </ul>			
Play Suffix –ist Crossword Puzzle	Whole Group	5 min.	<ul><li>Activity Page 9.2</li><li>Grade 3 Foundational Skills Record</li></ul>			

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Create an enlarged version of Activity Page 9.1, or prepare to display the digital version.

#### Digital Component 9.1

• Prepare Word Matrix for the suffix -ist.

Prefix	Base Words	Suffix
mis- un-		-ist

#### Reading

- Preview the section of the Reader that will be read during this lesson.
   Consider using sticky notes to identify words with –ist suffix.
- Create an enlarged version of Activity Page 9.2, or prepare to display the digital version.

#### Digital Component 9.2

#### **Universal Access**

- Provide sentence strips with a selection of base words written on them, as well as copies with the suffix –ist, for students to use as they create their own words during the Support activity.
- Consider providing a Word Bank for students who need support to identify the answers to the Suffix –ist Crossword Puzzle.
- Consider providing a template or an explicit format for writing clues that students can reference during the Challenge activity.
- Prepare a short passage that includes words with the suffix –ist.

Foundational Skills 4

#### Lesson 9: Introduce Suffix -ist

## Foundational Skills



**Primary Focus:** Students will read and spell words with suffixes that change the

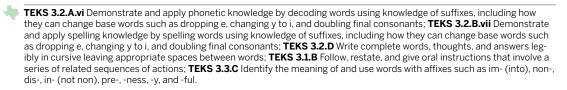
base word by adding -ist. TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D

Students will identify the meaning of words with the -ist affix.

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

#### INTRODUCE SUFFIX -IST (10 MIN.)

- Remind students that an affix is a group of letters that can be added to the beginning or the end of a word to make a new word. These little parts change what the new word means. When an affix is added to the beginning of a word, it's called a prefix, and when an affix is added to the end of a word, it's called a suffix. Have students turn to a partner and discuss the other affixes they have learned so far in this unit and brainstorm a list of words with those affixes. Say: Today, we will be discussing the suffix –ist.
- Write -ist on the board.
- Explain that the suffix –ist means "one that works at, is connected with, or believes in." Write or display this definition on the board.
- Remind students that an affix is always added to a base word. In this case, when –ist is added to a base word, it means "one that works at, is connected with, or believes in the thing referred to in the base word."
- Explain that when the suffix –ist is added to a word, the new word is always a noun. Explain that sometimes the base word is already a noun, and it remains a noun when –ist is added to it.
- Display Word Matrix –ist.
- Ask: What new word is created when you add the suffix –ist to this word? (specialist)
  - Tell students *special* is a word that means different and important. So, a *specialist* is a person who is really good at one special thing.
  - Remind students of when Frankie went to her mom's office and there were specialists that worked there.





#### Foundational Skills

#### Foundational Literacy Skills

#### **Beginning**

Have students make word cards, with cards containing nouns/adjectives and cards containing their related noun with –ist (i.e., final/finalist, geology/geologist, art/artist). Have students mix up the cards and match them. As students turn over each word card, have them pronounce the words aloud.

#### Intermediate

In pairs, have students make a graphic organizer, such as a word web, to represent the relationship between the adjective and noun forms. Have them write the base adjective in the center and brainstorm related nouns with the suffix –ist around it.

Provide a sentence frame: If I add –ist to \_\_\_, it will become \_\_\_.

### Advanced/Advanced High

Have students read a short passage that includes words with the suffix -ist. Have students identify the words with the suffix -ist. and discuss the meanings of these words with a partner. Provide a sentence frame: [This word] has -ist, so it means \_\_\_.

ELPS 1.C

- Write the word pharmacy in the base word column. Ask students to recall the vocabulary word from the previous lesson (pharmacist). Have students engage in a turn and talk to review this word.
- Activate prior knowledge and ask students to turn and talk to discuss what they know about pharmacies using the sentence stem: A pharmacy is a place where . . .
- Confirm that it is a place where people can get medicine prescribed by doctors.
- Ask: What new word is created when you add the suffix –ist to the word pharmacy? (pharmacist)
- Write pharmacist on the board.
- Ask: How did the spelling of the word *pharmacy* change when the suffix *-ist* was added to it? (*The 'y' was dropped.*)
- Explain that if the suffix starts with a vowel, like –ist, you usually drop the ye at the end of the base word before adding the suffix. This is true for most base words that end in vowels (or 'y' functioning as a vowel).
- How does the suffix –ist help you understand what the word pharmacist means? How does it help you understand the meaning of specialist?

#### PRACTICE WITH DICTATION (5 MIN.)

- Have students open to Activity Page 9.1.
- Read aloud the following words with the suffix –ist and prefixes mis and un as students write them in the lines provided:
  - finalist
  - cartoonist
  - artist
  - unexpected
  - misdirect
- Direct students to the lines. Instruct students to write the sentence: The library has books about job skills like being a cartoonist, and they also have books about history.
- Circulate and monitor as students write in cursive on Activity Page 9.1, providing immediate and corrective feedback for proper letter formation and on students' ability to apply the suffix –ist to base words. Give 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."

#### Support

Provide students with strips of paper with base words and the suffix –ist on them. Have students paste them together to create new words as they read them aloud to a partner. Offer scissors so that students can cut out the letters that are dropped from words when adding the suffix.

#### Activity Page 9.1





#### Activity Page 9.1: Dictation

Collect Activity Page 9.1, and check students' ability to spell words with the suffix –ist. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 9: Introduce Suffix -ist

# Reading



**Primary Focus:** Students will read words with suffixes that change the base word by adding *-ist*.

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

Students will identify and read the high-frequency word *never* and *last*.

TEKS 3.2.A.vii

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

Students will identify the meaning of words with the *-ist* affix.

TEKS 3.2.D: TEKS 3.3.C

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Prompt students to Turn-and-Talk to paraphrase what happened last in Frankie
  Figures It Out and to share predictions for the next section of the text. Provide
  sentence stems, such as The setting of the story is \_\_\_\_\_\_. This is important
  to the story because Frankie is learning \_\_\_\_\_\_. Next, I think...
- Explain that today, students will continue reading Chapter 6 of *Frankie Figures It Out*, "The Library," starting on page 36.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

# **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (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; (vii) 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 3.3.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.

#### Challenge

Ask students to identify three words with the suffix —ist that haven't yet been discussed in the lesson, and to write a clue for each word. Move students into pairs, and have them alternate reading their clues aloud as their partner guesses the word by saying it aloud and spelling it.

Reader



Pages 36-41

**system, n.,** a particular way or method of doing something Example: The family had a system for doing laundry where they washed sheets and towels first and then clothes afterward.

**smoothly, adv.,** without bumps, challenges, or interruptions Example: The play went smoothly because everyone remembered their lines and parts.

#### **Sayings and Phrases**

**By heart** is a saying that is used to indicate that someone has memorized something.

Example: I know our country's national anthem by heart, so I don't need to look at the words when I sing it.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the phrase "by heart." 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 "The Library"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		system smoothly			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases	by heart				

- Explain that students will examine the high-frequency word never and last.
- Tell students that *never* is an adverb that means not ever or not at all. Never is a powerful word that can express absence or can emphasize a sense of refusal depending on how it is used in context.
- Tell students that like the high-frequency words *fall* and *draw*, *last* is a homonym; it is a word that has multiple meanings but is spelled and pronounced the same. Remind them that readers need to look at the context of the whole sentence to know which meaning of a homonym like *last* is used in that sentence.
- Display the following sentences, and ask students to Think-Pair-Share the meaning and part of speech for the word *last* in each:

Foundational Skills 4

- The school day lasts for eight hours. (continues through time; verb)
- The permanent marker will last for a long time. (endure; verb)
- Janet was the last racer to cross the finish line. (final; adjective)
- This is the *last* stuffed animal I have from when I was a baby. *(only one remaining; adjective)*
- Emily finished the loaf of bread last week. (most recent; adjective)
- Read aloud the first sentence on page 36 as students follow along.
- Pair students with intentional reading partners, and have them alternate reading paragraphs, starting from where they left off on page 36 to page 41.
- After reading, have students speak coherently and share what words with
   –ist suffix they encountered. (cartoonist, artist) Have students collaborate
   about the meaning of these words using the context of the story and
   breaking down parts of the word.
- When discussing the story, remind students to speak at an appropriate rate and volume while maintaining eye contact. Ask the following strategic prompts, and ask students to use context for support, if needed. Example prompts include:
- 1. **Evaluative:** What do you conclude about Sofia from her conversation with Frankie? (She is the librarian; she is organized; she is helpful.)
- 2. **Evaluative:** How does the organizational system that Sofia describes in the text similar to our school library? (organized by section/topic, author, alphabetical order)
- 3. **Literal:** What do you learn about the importance of organization in a library from the conversation between Sofia and Frankie? (Books will be put back in the correct place; people can easily find a book they want to check out.)
- 4. **Inferential:** What valuable lesson does Frankie learn about the importance of rules at the library? (She learns that having a system and putting books back where they belong is useful so that others find the book they are looking for.) Ensure students restate the question and draw evidence from the text to support their answers.
- Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed such as:
  - I conclude that...
  - The organizational system at Sofia's school is similar to ours because it is...
  - I learned that...
  - The valuable lesson Frankie learned was...
- As you listen to students read, make notes about their individual reading and ability to decode words with suffixes in the Anecdotal Reading Record.



#### Reading

#### Reading/Viewing Closely

#### **Beginning**

Have students orally retell the key details of the previous day's reading. Provide sentence frames: Yesterday, the reading was about \_\_. In yesterday's reading, [character] did/went \_\_.

#### Intermediate

Have students retell

yesterday's reading with a partner. Use sentence frames, such as: One key detail from the text is \_\_. What happened in yesterday's reading was \_\_. Encourage students to listen to the key details shared by their partner and contribute additional, different key details during their discussion.

## Advanced/Advanced High

Have students retell yesterday's reading. Use 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 2.G; ELPS 4.I

### Activity Page 9.2



#### PLAY SUFFIX -IST CROSSWORD PUZZLE (5 MIN.)

- Have students turn to Activity Page 9.2 while you display the digital version.
- Model how to complete a crossword puzzle by reading the first clue and filling in the corresponding squares.
- Direct students to complete the crossword puzzle.
- Once students have finished, direct them use one of *-ist* words in a sentence.
- Circulate and monitor as students write in cursive on Activity Page 9.2, providing corrective feedback for proper letter formation and ability to decode words with suffixes. Provide immediate and corrective feedback such as, "Focus on maintaining consistent slant and angle throughout your writing."



#### Activity Page 9.2: Suffix – ist Crossword Puzzle

Collect Activity Page 9.2, and assess students' ability to correctly read and spell words and sentences with the suffix –ist. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

#### **Lesson 9: Differentiated Instruction**

# Additional Support

#### MORE HELP WITH THE SUFFIX -IST

- Read each base word aloud, and ask students to add the suffix –ist to write a new word. Direct them to underline the base word, and circle the suffix in each new word.
  - motor
  - biology
  - special
  - piano
  - vocal
  - journal
  - instrument
- Have students create a story using the new words and either write it down or share it orally with a partner.

# 10

#### **REVIEW**

# **Affixes**

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will review the meaning of and use words with the *un*-, *pre*-, *re*-, *dis*-, *mis*-, and -*ist* affixes. **TEKS 3.1.B; TEKS 3.3.C; TEKS 3.2.D** 

#### Reading

Students will read Chapter 7 of Frankie Figures It Out and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

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

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C** 

Students will read words with suffixes that change the base word by adding — ist. **TEKS 3.2.A.vi** 

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

#### FORMATIVE ASSESSMENT

**Activity Page 10.1** 

Affix Review



**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.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 of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills	Foundational Skills					
Affix Review	Whole Group	10 min.	<ul><li>Activity Page 10.1</li><li>Grade 3 Foundational Skills Record</li></ul>			
Play I Have, Who Has?	Small Group	10 min.	☐ I Have, Who Has? Cards (TR 10.1)			
Reading						
Read Frankie Figures It Out	Whole Group	10 min.	☐ Frankie Figures It Out (pp. 42–49) ☐ Anecdotal Reading Record			
Take-Home Material						
Use Words with Affixes			☐ Activity Page 10.2			

Foundational Skills 4

#### **ADVANCE PREPARATION**

#### Foundational Skills

- Prepare copies of the I Have, Who Has? Cards for each small group so that each student has six or seven cards, depending on the size of the group.
- Determine groupings for the I Have, Who Has? game.

#### Reading

• Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark paragraphs that will be used for fluency practice.

#### **Universal Access**

- Gather several trade books and/or children's magazines for students to locate words with the affixes taught throughout this unit.
- Prepare a word bank: (interpret/misinterpret, violin/violinist, eventful/uneventful). Students will draw a picture for the base word and a picture for the new word with the affix.
- Prepare a graphic organizer for students to brainstorm words that they associate with the word zoo.

Start Lesson

#### **Lesson 10: Review Affixes**

## Foundational Skills



**Primary Focus:** Students will review the meaning of and use words with the *un*-, *pre*-, *re*-, *dis*-, *mis*-, and *-ist* affixes. **TEKS 3.1.B; TEKS 3.3.C; TEKS 3.2.D** 

#### **AFFIX REVIEW (10 MIN.)**

- Tell students that they will be reviewing the affixes *un*-, *pre*-, *re*-, *dis*-, *mis*-, and -*ist*.
- Write each affix on the board, and have students turn and talk about what each means and how it changes a word's meaning.
- Direct students to Activity Page 10.1. Explain that students will use the blank chart to create their own list of words with each affix. Once they have finished filling in the chart with at least one word for each affix, they will take turns quizzing their partner on what each words means.

#### Activity Page 10.1



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



#### Foundational Skills

#### **Foundational Literacy Skills**

#### **Beginning**

Provide a list of words (interpret/misinterpret, violin/violinist, eventful/uneventful). Have students draw a picture for the base word and a picture for the new word with the affix. Have students read the words aloud with a partner.

#### Intermediate

Provide a list of base words and words with various affixes (i.e., interpret/misinterpret, violin/violinist, eventful/uneventful). In pairs, have students choose a base word and incorporate it into a sentence with a word with the corresponding affix.

#### Advanced/Advanced High

In small groups, have students take turns describing a word with one of the reviewed affixes without saying it directly. Others listen to the clues and guess the word. Words can include misinterpret, violinist, uneventful.

ELPS 1.E; ELPS 2.G

#### Challenge

Invite students to search the previously read sections of the Reader to find some words with the previously reviewed affixes. Ask them to create a poem, song, or collage using these words.

#### PLAY I HAVE, WHO HAS? (10 MIN.)

- Move students into small groups. Pass out a set of I Have, Who Has? cards to each group.
- Explain the game:
  - Pass out the cards so that each student has the same number of cards.
  - Before beginning, instruct students to read their cards to familiarize themselves with their words and "Who has..." questions.
  - 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 the word at the top of one of their cards answers the question.
  - The person who has 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.
  - Note that a student might have the card that answers the question on a card they read and should simply continue with the game play.
  - The game ends when students read the final card.
- If time allows, groups can reshuffle the cards and play again.



#### Activity Page 10.1: Affix Review

Collect Activity Page 10.1, and assess students' ability to correctly spell words with the un–, pre–, re–, dis–, mis–, and -ist affixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 10: Review Affixes

# Reading



**Primary Focus:** Students will read Chapter 7 of *Frankie Figures It Out* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A** 

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C** 

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

Foundational Skills 4

Students will read words with suffixes that change the base word by adding -ist.

TEKS 3.2.A.vi

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

- multiple-meaning words. TEKS 3.3.B
- Students will identify the meaning of and use words with the -ian affix. **TEKS 3.3.C**

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Prompt students to Think-Pair-Share: What personal connections can you make to *Frankie Figures It Out* so far?
- Provide sentence stems: I think the story is trying to tell us . . . My favorite part was when . . . because . . . I felt \_\_\_ when \_\_\_ happened because . . . This story reminds me of \_\_\_ because . . .
- Explain that today, students will read Chapter 7 of *Frankie Figures It Out*, "The Zoo," starting on page 42.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students recall other words they have encountered in the text that end in *-ist* like *zoologist*. Also, review what they have learned about the prefix *un-*.

#### unhurried, adj., not in a rush, taking one's time

Example: They felt unhurried in driving to the store because they left early to give themselves enough time.

**zoologists, n.,** scientists who study animals and their behavior Example: The zoologist worked hard to become an expert in tree frogs who live in the Amazon rainforest.

#### unharmed, adj., not hurt or damaged

Example: Even though the street was flooded, the cars stayed unharmed and safe to drive.

- 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.

Reader
Pages 42–49

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.B Follow, restate, and give oral instructions that involve a series of related sequences of action; 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.



#### Reading

#### Reading/Viewing Closely

#### **Beginning**

In pairs, have students use a graphic organizer to brainstorm words that they associate with the word zoo. Provide a sentence frame: [word] relates to a zoo because

#### Intermediate

Have students work in groups to discuss the meanings and responsibilities of zookeeper and veterinarian. Provide sentence stems: A zookeeper's job is \_\_\_. A veterinarian's job is \_\_\_.

## Advanced/Advanced High

Have students think about whether they would rather be a zookeeper or a veterinarian. Have them use a T-chart to write their reasons and examples.

Share with a partner.

Provide a sentence frame:

I would rather be a \_\_\_\_\_
because \_\_\_\_.

ELPS 4.F

Vocabulary Chart for "The Zoo"					
Туре	Tier 3 Unit- Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	zoologist	unhurried unharmed			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases					

- Guide the class in reading page 42. Prompt students to be on the lookout for a word with the -ian suffix.
- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Call on a student to identify the word in this passage with the *-ian* word. (veterinarian)
- Ask: Why a veterinarian might be at the zoo? (Veterinarians care for animals, and there are lots of animals at a zoo.)
- Pair students with intentional reading partners.
- Today, students will follow these Partner Reading routines.
  - Open Reader.
  - Partner Up.
  - Take turns reading paragraphs.
  - After reading, provide feedback to your partner about reading unfamiliar words. Use the stems provided such as, "You did a great job breaking down the unfamiliar word and rereading it smoothly."
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Instruct students to partner read the rest of the assigned section of the Reader, ending on page 49.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Direct reading partners to focus on reading with appropriate pace.
- Use 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. **Inferential:** What is the most likely reason Frankie's mom decides to take her to the zoo? (*Frankie's mom wanted her to see more ways that rules are important.*)
- 2. **Literal:** What key details from the text support the idea that being a zookeeper is a big job? (*They give medicine to the animals, feed the animals, fix broken things, and carefully care for habitats.)*
- 3. **Evaluative:** How does the crying child help Frankie see the importance of walking quietly at the zoo? (When she saw that it scared the meerkats, she understood the reason why being quiet is a good rule.)
- 4. **Inferential:** What does Frankie's conversation with the zookeeper about the kangaroos help her understand the reason for only touching them on the back? (When Frankie asked why that was the rule, she learned that there is a good reason, as it would put stress on the kangaroo and pose a risk to everyone.)
- Ensure students speak coherently and draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - Frankie's mom wanted...
  - Frankie saw that...
  - When she saw...
  - When Frankie asked...
- As you listen to students read, make notes in the Anecdotal Reading Record regarding their individual reading ability to read multisyllabic words and comprehension of text.



#### Check for Understanding

Listen to each student read aloud, and note student performance on the Anecdotal Reading Record.

End Lesson

#### **Lesson 10: Review Affixes**

## Take-Home Material

• Have students take home Activity Page 10.2 for additional practice with this lesson's objectives.

Activity Page 10.2



# 11

#### **INTRODUCE**

# Suffix –al

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

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

Students will collaborate with a small groups about to create words using affixes and base words. **TEKS 3.1.D** 

Students will identify the meaning of and use words with the -al

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

#### Reading

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

TEKS 3.1.C; TEKS 3.4

#### FORMATIVE ASSESSMENT

**Activity Page 11.1** 

Review Suffix -al

TEKS 3.1.B; 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 actions; TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

#### LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Suffix – <i>al</i>	Whole Group	10 min.	<ul> <li>Activity Page 11.1</li> <li>Grade 3 Foundational Skills Record</li> <li>Activity Page 11.1 (Digital Components)</li> </ul>
Review Suffixes with Mix and Mingle	Small Group	10 min.	<ul> <li>□ Mix and Mingle Game Cards (TR 11.1)</li> <li>□ Activity Page 11.2</li> <li>□ Activity Page 11.2 (Digital Components)</li> </ul>
Reading			
Read Frankie Figures It Out	Small Group	10 min.	<ul><li>□ Frankie Figures It Out (pp. 42–49)</li><li>□ Anecdotal Reading Record</li></ul>

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

- Predetermine small groups of four to six students for Mix and Mingle, which is a interactive game that fosters collaboration.
- Copy and cut out one set of Mix and Mingle cards for each group.

#### Digital Component 11.1

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

#### Digital Component 11.2

• Create an enlarged version of Activity Page 11.2 to display, or prepare to display the digital version.

#### Reading

Preview the section of the Reader that will be read during this lesson.
 Consider using sticky notes to mark this section. Consider using sticky notes to mark specific words or phrases that will be emphasized during instruction.

#### **Universal Access**

- Provide story frames for students writing the silly story as a Challenge activity.
- Provide images to accompany the words formed during the Mix and Mingle (e.g., journalist, historian, global, mathematics) to support student understanding.
- Prepare a short passage from the Reader for students to practice intonation and expresssion.

Start Lesson

#### Lesson 11: Introduce Suffix -al

## Foundational Skills



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

Students will collaborate with a small groups about creating words using affixes

and base words. **TEKS 3.1.D** 

Students will identify the meaning of and use words with the -al affix.

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 actions; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Foundational Skills 4

#### INTRODUCE SUFFIX -AL (10 MIN.)

- Review previous learning with students about suffixes. Have students Think-Pair-Share to discuss the suffixes that have been taught thus far. Think about what other suffixes change base words in adjectives? (-ful, -ed, -ing)
- Tell students that today they will learn about the suffix –al. Write –al on the board.
- Explain that the suffix –al is used to turn a noun into an adjective that describes something related to the base word.
- Draw a chart with three columns. Label the columns *Base Word*, *Suffix*, and *New Word*. Write –*al* in the suffix column. Write the following words in the base word column: *music*, *tide*, *globe*.
- Tell students they will read the base word plus the suffix -al to read the new word.
- Model for the students by pointing to the base word *music*, the suffix –*al*, then write as you read the word *musical* in the last column.
- Ask: What does the word musical mean? (It is an adjective that describes something related to music.)
- Repeat with *tide* and *globe*. Ask students to turn and talk with a partner about which two words go in the last column and what they mean. (*tidal*, *global*)
- Direct students to Activity Page 11.1. Explain that students will read the sentences and search for words with –al suffix. Then, write the word and definition on the lines below. Lastly, students will choose two of the words to write two sentences.
- Display or project the digital version of Activity Page 11.1 (Digital Component 11.1).
- Model with the first definition: "Describing something related to the tropics."
- Model with the first sentence. Read: The family packed their swimsuits and sunscreen for their trip to the tropical island, where they would relax on sandy beaches and swim in warm turquoise waters.
- Ask: Which word in this sentence has the suffix -al? (tropical)
- Ask: Knowing what –al means, what does it mean for something to be tropical? (It means relating to the tropics.)
- Direct students to complete responses in cursive, leaving space between words.



#### Foundational Skills

#### **Foundational Literacy Skills**

#### Beginning

Have students draw pictures representing the base words and the new words with the -al suffix (i.e., music/musical, globe/global, tide/tidal). Have students read aloud the words to practice correct pronunciation.

#### Intermediate

In pairs, have students write down as many words with the -al suffix as they can and discuss the meaning and usage of each word. Provide a sentence frame: [Word] means \_\_\_ and I can use it like this: \_\_\_.

### Advanced/Advanced High

Have students generate their own list of base words (Provide globe/music to get students started). Have them add the -al suffix to create new words. Have them write a definition of the new word.

#### ELPS 1.E

#### Activity Page 11.1



 As students work, 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."



#### Activity Page 11.1: Review Suffix -al

Collect Activity Page 11.1, and assess students' ability to correctly read and Identify the meaning of words with the -al affix. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

#### REVIEW AFFIXES WITH MIX AND MINGLE (10 MIN.)

- Move students into small groups to work collaboratively on Activity Page 11.2.
- Direct students to open Activity Page 11.2. Display or project the digital version of Activity Page 11.2 (Digital Component 11.2).
- Explain that students will follow these steps to play a game called Mix and Mingle to create as many words as possible using the affixes and base words.
- Distribute one set of cards (Mix and Mingle Game Cards) per small group.
- Direct small groups to move the cards around to create words with the affixes. Once they've combined their flashcards to create a word, they must each individually write the word down on Activity Page 11.2. They will then repeat the process to create additional words.
- Remind students that for their word to count, it must be spelled correctly. Before starting the game, have students restate the the steps of the game orally. Make sure they know how to play. Release students to begin. Challenge them to try to create at least five words.
- Ask for student volunteers to share the words they created. Review the correct spellings for words that students spelled incorrectly.
- Direct the students to pick two of the words they made and write a sentence using each word at the bottom of Activity Page 11.2.
- Remind students to write words in cursive, leaving space between words.
   Circulate and monitor to check for correct letter formation in cursive. Offer feedback such as:
  - "Focus on keeping your letters of uniform size and proportion."
  - "Ensure that your letters are properly spaced and don't run into each other."

#### Activity Page 11.2



#### Lesson 11: Introduce Suffix -al

## Reading



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

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Explain that today, students will independently reread Chapter 7 of *Frankie Figures It Out*, "The Zoo," starting on page 42.
- 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.
- Tell students that today's reading will be focused on phrasing, intonation, and expression.
- Read the first paragraph in "The Zoo" on page 42 aloud, and model fluent reading for the students, using intonation and expression.
- Ask students to pay attention to your intonation as you reread the question in the Reader, "'How would you feel about a trip to the zoo?'" Ask several volunteers to read the same sentence aloud using similar intonation.
- Ask students to read Frankie's response to her mother's question to themselves: "'I love the zoo!'" said Frankie. "'I et's do it.""
- Direct them to turn to a partner and discuss what parts of the sentence provide clues about how the character is speaking or feeling. (The use of an exclamation point and the phrase "Let's do it" shows excitement.)
- Encourage students to practice reading the dialogue to each other, using phrasing and intonation to show how Frankie feels about going to the zoo.
- Invite volunteers to take turns reciting the sentence. Offer praise for strong prosody, and point out differences in the way various students recite the passage. For example, one student might extend the word *love*, such as "I looooove the zoo!" Another might emphasize zoo, such as "I love the ZOO!"
- Direct students to the first paragraph on page 46.



Pages 42-49





Reading

#### Reading

#### **Beginning**

Have students listen carefully and then repeat after you as you read aloud from the Reader, emphasizing intonation and expression.

#### Intermediate

In pairs, have students read a short passage from the Reader, aiming for correct intonation and expression. Have them provide simple feedback to their partners. Use a sentence frame: I like how you \_\_. Next time, try \_\_.

## Advanced/Advanced High

Select a short passage from the Reader and have students record themselves as they read aloud. Have them aim to read with intonation and expression. Have them listen to their recordings and read again, adding more intonation and expression.

ELPS 1.B: ELPS 2.A

#### Support

Support the conversation around tone by helping students make connections to their own lives. Ask them to think about a place that they love to visit and use that enthusiasm to read Frankie's lines.

- Teacher will model the first five sentences of the text. Instruct students to read silently as you read aloud. Use an excited tone and faster pace in the first two sentences. Use a slower pace and thoughtful tone in the next two sentences. Use extra emphasis when reading the last sentence ("She didn't want to scare the animals!").
- Ask: What did you notice about my tone and pace as I read that passage? (It was faster at the beginning and then you slowed down.)
- Ask: Where did my tone and pace change, and why? (It changed when it went from describing a child being loud to Frankie realizing how important it was to be quiet at the zoo.)
- Students will read the text aloud, using intonation and expression, through page 49.
- Direct students to the final two paragraphs on page 49, which includes dialogue between Frankie and her mom. Invite students to work with a partner to practice reading the two paragraphs. First, they must decide who will be Frankie and who will be Frankie's mother.
- Allow time for partners to practice reading the passage with fluency.
   Encourage them to provide feedback to one another and to discuss what tone and pace should be used in different parts of the passage.
- As needed, use the Grade 3 Fluency Record to track students' ability to read with phrasing and intonation.
- Time permitting, invite all partners to stand and perform a reading of the passage. Provide positive feedback and praise for students, and point out differences in the way various students interpreted the passage.



#### Check for Understanding

As you observe partner reading, note students who need additional support in fluency, including accuracy, rate, and prosody. Work with students one-on-one to more accurately assess and address fluency gaps. If students need more fluency practice, make use of the resources in the Fluency Supplement.

End Lesson

#### **Lesson 11: Differentiated Instruction**

## Additional Support

#### MORE HELP WITH TARGETED SUFFIXES

- Create an anchor chart for display with the different affixes that are emphasized in this lesson (-al,-ist) to help students remember the meaning changes caused by each affix.
- 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 words using the suffixes -al, -ist.
- Gather images of the types of jobs and people discussed in the lesson to give context when working with the -al suffix words.
- Provide students with books from the class library or magazines, and have them hunt for words with -al, -ist. Have students work together to determine the meaning of the found words.

# 12

#### **INTRODUCE**

## Homophones

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will identify, use, spell, and explain the meaning of homophones.

- TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.D
- Students will follow, restate, and give oral instructions. TEKS 3.1.B

#### Reading

Students will read Chapter 8 of Frankie Figures It Out and will listen actively

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

Students will identify, use, and explain the meaning of

- homophones. TEKS 3.1.C; TEKS 3.3.D
- 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 12.1

Read and Illustrate Homophones

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

**Activity Page 12.2** 

Reader's Response

TEKS 3.1.C; TEKS 3.3.D

TEKS 3.2.B.ii Demonstrate and apply spelling knowledge by spelling homophones; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words; TEKS 3.3.D Identify, use, and explain the meaning of antonyms, synonyms, homophones, and homographs in a text; TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.2.A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; TEKS 3.3.B Use context to determine the meaning of unfamiliar words and multiple-meaning words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Introduce Homophones and Their Meanings	Whole Group	5 min.		
Read and Illustrate Homophones	Independent	10 min.	☐ Activity Page 12.1	
Reading				
Read Frankie Figures It Out	Whole Group	10 min.	<ul> <li>□ Frankie Figures It Out (pp. 50–53)</li> <li>□ Frayer Model: Frankie Figures It Out, Pages 50–53 (TR 12.1)</li> <li>□ Anecdotal Reading Record</li> <li>□ whiteboard and dry erase markers</li> </ul>	
Wrap Up	Whole Group	5 min.	☐ Activity Page 12.2	
Take-Home Material				
Reveal the Homophones			☐ Activity Page 12.3	



#### Foundational Skills

#### **Foundational Literacy Skills**

#### **Beginning**

Provide a list of homophones, and have students make flashcards. Have them write the homophone pair on the same card and draw a picture for each word. Have students practice with their flashcards.

#### Intermediate

In small groups, have students play charades with homophones. from the provided list of words: knead/need, mail/male, not/knot, eight/ate. One student acts out a homophone without speaking, and the rest of the group tries to guess the correct word.

## Advanced/Advanced High

Have students choose one homophone pair from a list. Have them draw an illustration that represents each word and write definitions for both words.

#### ELPS 1.H

#### **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 identify homophones in the text.

#### **Universal Access**

- Gather images to accompany the homophones found in the section of the Reader where students will be working.
- Provide index cards for students who will be completing the Challenge activity.
- Prepare a list of homophone pairs for Emergent Bilingual Students (knead/ need, mail/male, not/knot, eight/ate).
- Prepare visuals for the words happy, thoughtful, and disappointing.
- Prepare a graphic organizer for students to compare rules in their lives to rules Frankie has in the Reader.

Start Lesson

## Foundational Skills



**Primary Focus:** Students will identify, use, spell, and explain the meaning of homophones. **TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.D** 

Students will follow, restate, and give oral instructions. **TEKS 3.1.B** 

#### INTRODUCE HOMOPHONES AND THEIR MEANINGS (5 MIN.)

- Tell students that today they will be learning about homophones. Explain that homophones are words that sound the same but have different meanings and are spelled differently.
- Ask students if they can think of any examples of words that sound the same but have different meanings and are spelled differently. Allow time for students to think and then share aloud.
- Write the homophone pair on the board: ate and eight.
- Say the words as you point to them, and ask the students if they sound the same. Then, ask the students if they have the same meaning.
- Ask: Which word is the past tense of the word eat? (ate)

**TEKS 3.2.B.ii** Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, homophones, and homographs in a text; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions.

- Provide a sentence stem: The past tense of the word eat is \_\_\_\_.
- Ask: What does the other homophone in the pair mean? (It is the word for eight.)
- Provide a sentence frame: The word \_\_\_ means \_\_\_.
- Have students Think-Pair-Share to answer the prompt: Come up with a single sentence that uses both homophones. (*I ate eight jellybeans.*)
- Write the students' sentences on the board, and underline each homophone.
- As time permits, repeat with knead/need, mail/male, not/knot.

#### READ AND ILLUSTRATE HOMOPHONES (10 MIN.)

- Direct students to open to Activity Page 12.1.
- Explain the activity:
  - Students read the sentence in the left column and underline the homophones.
  - Students draw an illustration in the right column that represents the sentence, giving special attention to the homophones.
- Model the activity with the first example:
  - Read the sentence: Did you see how the blue whale blew air and spun in a circle like the wheel at a fair?
  - Identify and underline the homophones *blue* and *blew*. Focus on the spelling of each word.
  - Ask students what your illustration should be and why. (A blue whale with a big spray of water coming out of the top of its head. The whale should be blue, and water is shooting out to show how the whale blew.)
    - Provide a sentence frame: The illustration should be \_\_\_\_\_
       because \_\_\_\_\_.
  - Draw the illustration, and ask students to do the same on their activity page.
  - Students then write a sentence with the homophones *right* and *write*.
- Have students restate the directions and then release students to work on Activity Page 12.1. Circulate and monitor, providing support to determine homophone meaning as needed.
- Have students turn to a partner and restate the directions for Activity Page 12.1. Then, call on a student to share the first step, then call on another student to share the second step. Continue calling on students until all steps have been shared in the correct order.

#### Challenge

Have students create a game of guessing the homophone. Ask them to write a homophone on one side of an index card. On the other side, have them write clues to identify the homophone. Direct students to exchange cards with a partner, read the clues, and guess the correct homophone.

#### Activity Page 12.1





#### Activity Page 12.1: Read and Illustrate Homophones

Collect Activity Page 12.1, and assess students' ability to correctly identify and use homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 12: Introduce Homophones

## Reading



**Primary Focus:** Students will read Chapter 8 of *Frankie Figures It Out* and will

- Iisten actively to answer and discuss questions about the text. **TEKS 3.1.A**Students will identify, use, and explain the meaning of homophones.
- TEKS 3.1.C; TEKS 3.3.D
- Students will identify and read the high-frequency word *today*. **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 FRANKIE FIGURES IT OUT (10 MIN.)

Reader

- Pages 50-53
- Ask students to turn to an elbow partner to paraphrase what previously happened in *Frankie Figures It Out*, in logical order. Provide sentence stems: When we left off, \_\_\_\_\_. An important event was \_\_\_\_\_. In the previous chapter\_\_\_\_\_.
- Explain that today, students will begin reading Chapter 8 of *Frankie Figures It Out*, "Back Home," starting on page 50.
- 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.
- Display the Frayer Model: *Frankie Figures It Out*, pages 50–53.
- Guide students to determine the definition, characteristics, examples and non-examples of *detect*.
- Distribute whiteboards and dry erase markers.
- Pair students with their intentional reading partner, and have them determine the definition, characteristics, examples, and non-examples of *impression*.

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.D Identify, use, and explain the meaning of antonyms, synonyms, homophones, and homographs in a text; 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 to determine the meaning of unfamiliar words and multiple-meaning words.

- Ask students to write their Frayer Model on the whiteboard.
- Invite students to share the information in their Frayer Model. Complete the model for *impression*.

**detected, v.,** noticed or discovered something using one's senses Example: I detected that someone was having a barbecue because I heard sizzling and smelled food cooking.

#### impression

- **1. n.,** clever or funny ways of imitating sounds or speech Example: The comedian did impressions of famous people and sounded exactly like them!
- **2. n.,** marks or shapes resulting from something being pressed into a surface Example: My boot left an impression in the smooth desert sand.
  - Conduct a brief discussion about the meanings of the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. The multiple meanings of the word *impressions* 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 "Back Home"				
Туре	Tier 3 Unit- Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		detected		
Multiple-Meaning Core Vocabulary Words		impression		
Sayings and Phrases				

- Explain that students will examine a new high-frequency word: today.
- Say the word *today* slowly. Ask where the syllables should be divided, then draw a line to divide the two syllables, to/day. Point out that like the high-frequency words *sometimes* and *something*, this is a compound word, made up of two words.



#### Reading

#### Reading/Viewing Closely

#### **Beginning**

Show visuals for happy, thoughtful, disappointing. Have students discuss their meanings and whether they have ever felt that way. Provide a sentence frame: I felt \_\_\_ when \_\_\_.

#### Intermediate

Have students fill out a graphic organizer that includes rules they have in their lives and rules that Frankie has in the Reader. Have them discuss what Frankie realized about rules in the story. Ask students if they have ever had a moment where they realized why a rule was important. Provide a sentence frame: I realized [rule] was important when \_\_\_\_.

#### Advanced/Advanced High

Have students make a chart listing their thoughts on what the pros and cons of rules are. Have students refer to the text and use personal experiences. Students may discuss in small groups. Provide sentence frames: I think rules are good because \_\_. I don't like rules because

\_\_\_. Encourage students to listen to others' ideas and discuss whether they agree or disagree.

ELPS 2.G; ELPS 4.F

- Split today into the two words that make this compound word, and ask students to try to create a definition. Explain that sometimes a word's meaning helps give clues to how to spell and pronounce it. In the case of today, the word means "on (or to) this day." Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /t//oo//d//ae/. For additional support, display the Spelling Cards for each sound.
- Point out that in addition to *today*, the high-frequency words *always*, sometimes, never, and last could also be used in relation to time. Display these words, and have students practice reading them in unison.
- Pair students with intentional reading partners.
- Write the words weather, piece, and aloud on the board. Prompt students to Think-Pair-Share what the homophone is for each word (whether, peace, allowed). Have students spell each word.
- Instruct students to partner read the assigned section of the Reader, pages 50–53.
- As needed, model partner reading with a student volunteer, providing assistance to each other as needed.
- Direct reading partners to focus on reading with appropriate pace. Students should alternate reading paragraphs in the assigned section of the Reader.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
- 1. **Literal:** In order, recall the places that Frankie and her mom visited on their adventure. (recreation center, market, her mom's office, the library, the zoo)
- 2. **Inferential:** Based on the conversation between Frankie and her parents on pages 51–53, what is the main message of the text? (*Understanding the reasons for rules helps us understand their importance.*)
- 3. **Evaluative:** What does the shift in Frankie's attitude about rules tell us about her character? (*Frankie is willing to open her mind and learn instead of being stuck on one way of thinking about things.*)
- Have students restate the question and draw evidence from the text to support their responses. Please add a second sentence that says: Provide sentence stems as needed such as:
  - Frankie and her mom visited...
  - The main message of the text is...
  - Frankie is willing to...

#### Support

Provide students with images that illustrate the homophones found in this section of the reader. Allow them to use to use these images as they orally compose their sentences with a partner.

 As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

#### WRAP UP (5 MIN.)

- Have students open their Activity Books to Activity Page 12.2.
- Read the instructions and release students to complete their response.
  - Using the homophones in the word bank, write a coherent response to describe a time that you discovered that rules are necessary to keep people safe.
- Remind students to neatly write in cursive, leaving space between words.



#### Activity Page 12.2

Collect Activity Page 12.2, and assess students' ability to use homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

#### **Lesson 12: Introduce Homophones**

## Take-Home Material

• Have students take home Activity Page 12.3 to complete with a family member.

#### **Lesson 12: Differentiated Instruction**

## Additional Support

#### MORE HELP WITH HOMOPHONES

- Provide an anchor chart for commonly used homophones. Use homophone pairs that can be illustrated to provide a visual resource for students such as blue/blew, pear/pair, and knight/night.
- For extra practice, play Homophone Pictionary. Ask two students to stand at the board. Give each student a word that completes a homophone pair. Student A will illustrate one homophone. Student B will illustrate the other homophone. See who in the class can be the first to guess the homophone pair.

Activity Page 12.2



Activity Page 12.3



# 13

#### **REVIEW**

# Homophones

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will collaboratively identify, use, and explain the meaning of

homophones. TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.D

#### Reading

Students will speak coherently about the Reader *Frankie Figures It Out* with appropriate eye contact, speaking rate, volume, and enunciation.

**♦ TEKS 3.1.C** 

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

TEKS 3.1.C; TEKS 3.3.D

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

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

#### FORMATIVE ASSESSMENT

**Activity Page 13.1** 

Write and Spell Homophones

TEKS 3.2.D; TEKS 3.3.D

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words; TEKS 3.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Homophones	Whole Group	10 min.	☐ homophone word cards
Practice with Write and Spell Homophones		5 min.	<ul><li>Activity Page 13.1</li><li>Grade 3 Foundational Skills Record</li></ul>
Reading			
Read Frankie Figures It Out	Small Group	10 min.	☐ Frankie Figures It Out (pp. 54–57) ☐ Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	☐ Activity Page 13.2

Lesson 13 Review: Homophones

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Write each of the following words on an index card: right, write, flower, flour, hair, hare, chews, choose, missed, mist, weight, wait, wind, whined, wring, ring, thrown, throne, preys, praise, paced, paste, beech, and beach.

#### Reading

- Preview the section of the Reader that will be read during this lesson and consider using sticky notes to identify any homophones in the text.
- Retrieve the Anecdotal Reading Record sheet from the Teacher Resources.
   Plan to listen to each student read at least once during the week, and note student performance.

#### **Universal Access**

- Prepare picture cues for each word used during Homophone Review.
- Provide materials for students to write sentences on during the Homophone Review, such as paper or whiteboards.
- Have index cards available for Emergent Bilingual Students to write on.

Start Lesson

## Foundational Skills



**Primary Focus:** Students will collaboratively identify, use, and explain the meaning of homophones. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.D** 

#### **REVIEW HOMOPHONES (10 MIN.)**

- Ask students to recall what they learned about homophones in the previous lesson, (Homophones are two or more words that sound the same but have different meanings and spellings.) Explain that, in this lesson, students will practice identifying, using, and explaining the meaning of homophones.
- Distribute the following homophone sets: right, write, flower, flour, chews, choose, missed, mist, weight, wait, wind, whined, wring, ring, thrown, throne, preys, praise, paced, paste, beech and beach.
- Give each student an index card with a homophone on it.
- Prompt students to stand up and work together to find their matching homophone. When all students have found their matching homophones, ask pairs to explain to the class the meaning of each word in the set.



Provide students with a picture of each homophone to support students' understanding of the nuances of each word.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

#### PRACTICE WITH WRITE AND SPELL HOMOPHONES (5 MIN)

- Direct students to Activity Page 13.1.
- Tell students they will read each sentence then choose the correct homophone from the Word Bank to complete the sentence. Remind students to think about the meaning of each word so they choose the correct spelling and to write neatly in cursive.
- Instruct students to listen as you dictate the following sentences. Tell them to write the sentences they hear.
  - I need to remember to brush my teeth each day.
  - There was a knot in my shoelace.
- Remind students to complete responses in cursive, leaving space between
  the words. Circulate and monitor to check for correct letter formation. Provide
  immediate and corrective feedback such as, "Check that your loops and tails
  are formed smoothly and connect to the next letter."



#### Activity Page 13.1: Write and Spell Homophones

Collect Activity Page 13.1, and check students' ability to spell and use, homophones correctly. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

#### **Lesson 13: Review Homophones**

## Reading



**Primary Focus:** Students will speak coherently about the Reader *Frankie Figures It*Out with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C** 

Students will identify, use, and explain the meaning of homophones. **TEKS 3.1.C**; **TEKS 3.3.D** 

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

## **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.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

#### Challenge

Challenge students to write 3–4 sentences that incorrectly use words from Homophone Review. Direct students to exchange their sentences with a partner, identify the incorrectly used homophone, and write the correct word in its place.

#### Activity Page 13.1





#### Foundational Skills

#### **Foundational Literacy Skills**

#### Beginning

For additional support in the review game, have students draw a small picture under the homophone word in each box.

#### Intermediate

Have students write each homophone pair on separate cards, mix them up, and place them face down. Have students take turns flipping over two cards, trying to find a match. When they find a match, they must say both words and use each word in a sentence correctly.

#### Advanced/Advanced High

Have students write sentences that demonstrate the differences in meaning between homophones.

ELPS 1.C

#### Reader



Pages 54-57

#### READ FRANKIE FIGURES IT OUT (10 MIN.)

- Ask students and retell what previously happened in *Frankie Figures It Out*. (*Frankie told her family all about the fun day she had and that she learned that rules exist to keep everyone safe.*)
- Explain that today, students will finish reading Chapter 8 of *Frankie Figures It Out*, "Back Home," starting on page 54.
- Preview the following vocabulary word, that students will encounter in this section of the Reader. Display the vocabulary word, and have students decode it with a partner by isolating the vowel sounds and discussing the word's meaning.
- Write the word *plenty* on the board. Ask students if they have heard this word before. Give the following example: We had *plenty* of food leftover after dinner. Have students turn to a partner and discuss what *plenty* means.

**plenty, adj.,** a large amount; as much or as many as one needs Example: There were plenty of parking spots at the county fair, so we were able to park right up front.

 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 "Back Home"				
Туре	Tier 3 Unit- Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		plenty		
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases				

- Before reading, write or display the homophones that students will encounter in today's reading. (new, page 54; knew, page 54; know, page 56; close, page 57; week, page 57; hear, page 57; allowed, page 57)
- Direct students' attention to those words, and ask if they can spell the homophone pairs for those words. (knew, new, no, clothes, weak, here, aloud)

- Direct students to Think-Pair-Share: Why is it important to know which word to use? (Homophones have different meanings, so the wrong word will confuse the reader.)
- Display and model fluently reading the first paragraph of the section starting at "Later that night . . ."
- Ask: What homophones did you notice in that paragraph? (new and knew)
- Direct students to turn to an elbow partner and explain the difference in meaning between *new* and *knew*. (New means "unused," and knew is the past tense of "to know.")
- Move students into partners. Explain that students are going to read the remainder of Chapter 8 starting at "'I know there . . .'" through page 57. Direct them to take turns reading each paragraph aloud to their partner and to give a thumbs-up when they spot a homophone.
- When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Use strategic prompts to check for comprehension. Example prompts include:
- 1. **Inferential:** What was Frankie's main problem at the beginning of the story? (She didn't understand why there are so many rules to follow.)
- 2. **Literal:** Which sentence on page 53 shows that Frankie understands that rules are important? (*They are there to keep everyone safe, and you can still have fun while following the rules.)*
- 3. **Evaluative:** Based on the events that take place at the end of the story, what will Frankie most likely do the next time she visits a place that has lots of rules? (She will think about why the rules are important.)
- 4. **Evaluative:** Why do you think following the rules is important part of being a good citizen? (*Answers may vary.*)
- Ensure students speak coherently and draw evidence from the text to support their response. Provide sentence stems as needed such as:
  - The main problem was...
  - The text says...
  - Frankie will...
  - Rules are important 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.



#### Reading

#### Reading/Viewing Closely

#### Beginning

In pairs, have students share one rule in their lives. Have students discuss why their rules are important. Use a sentence frame: This rule is important because it helps me \_\_. Encourage students to listen to their partner's rule and discuss whether they have the same rule in their lives.

#### Intermediate

In pairs, have students discuss why Frankie expressed gratitude towards her mom in the story. Have them support their answers with specific details from the text.

#### Advanced/Advanced High

In small groups, have students think about gratitude in their own lives. Have them give examples. Provide a sentence stem: I felt gratitude when \_\_\_\_. I expressed gratitude by \_\_\_\_.

ELPS 2.G; ELPS 4.G

Lesson 13 Review: Homophones

#### Activity Page 13.2



#### WRAP UP (5 MIN.)

- Direct students to Activity Page 13.2.
- Tell students they will first read each homophone in the Word Bank and think about what the word means. Then they will write two sentences about *Frankie Figures It Out*, using at least one word from the Word Bank in each sentence.
- Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor to check for correct letter formation. 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."



#### Check for Understanding

Collect Activity Page 13.2 to assess students' ability to demonstrate understanding of homophone meanings as well as comprehension of the text.

End Lesson

#### **Lesson 13: Differentiated Instruction**

## Additional Support

#### MORE HELP WITH HOMOPHONES

- Allow students to work independently or in pairs at their desks to create flashcards with the word and picture for each word in a homophone set. They can use these flashcards to play matching games that support their understanding of each word's meaning.
- To extend the lesson, have students look around the room and search for words that are homophones. Write or display the list, and have students identify the corresponding homophone and the meaning of both words.

#### Support

Show students images of the zoo animals referred to in the Reader to help activate prior knowledge: meerkats, reptiles, elephants, flamingos, and monkeys.

# 14

#### **FLUENCY**

## Assessment

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

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

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

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

Students will collaborate with others to identify the meaning of and use words with affixes. **TEKS 3.1.D; TEKS 3.3.C** 

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.E Develop social communication such as conversing politely in all situations; TEKS 3.1.D Work collaboratively with other by following agreed-upon rules, norms, and protocols; TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; TEKS 3.2.B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; TEKS 3.3.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 3.5 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	
Foundational Skills				
Play I Have, Who Has?	Small Group	20 min.	☐ I Have, Who Has? Cards (TR 8.1)	
Self-Sustained Reading	Independent	10 min.	<ul><li>□ recreational reading options</li><li>□ Self-Sustained Reading Tracker (TR 14.2)</li></ul>	
Reading				
Fluency Assessment	Independent	30 min. (concurrent with Foundational Skills activities)	<ul> <li>□ Activity Pages 14.1, 14.2</li> <li>□ Unit 4 W.C.P.M. Calculation Sheet (TR 14.1)</li> <li>□ Grade 3 End-of-Year Summary</li> <li>□ stopwatch or timer</li> </ul>	

#### **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 4.

#### Reading

- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Make copies of the Self-Sustained Reading Tracker (TR 14.2) for students so they can record their reading progress.
- Predetermine collaborative small groups of three to five students for I Have,
   Who Has?
- Copy and cut out one set of I Have, Who Has? Cards (TR 8.1) per small group.

#### Universal Access

- Involve learners in assessing their learning progress. This could involve checklists, reflection journals, or self-scoring guides that help students evaluate their understanding and skills.
- Prepare a passage from the Reader for students to respond to in a reading journal or reading response activities.

### Lesson 14: Fluency Assessment

## Foundational Skills



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

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

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

Students will collaborate with others to identify the meaning of and use words

with affixes. TEKS 3.1.D; TEKS 3.3.C

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

of time. **TEKS 3.5** 

#### Support

To lessen the cognitive load, make groups large enough so that each student only has one or two cards.

#### Challenge

Encourage students to write the definitions on the I Have, Who Has? Cards to provide different clues for each word.

#### PLAY I HAVE, WHO HAS? (20 MIN.)

- Explain that students will be called individually to take their Fluency Assessment. While they are waiting their turn, they will play a game to review the unit skills. Students should use whisper voices because their peers will be concurrently testing as they play the review game.
- Move students into collaborative small groups. Pass out a set of I Have, Who Has? Cards (TR 8.1) to each group.
- 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 the word at the top of one of their cards answers the question.
  - The person who has 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.
  - Note that a student might have the card that answers the question on a card they read and should simply continue with the game play. Remind students to converse politely in all situations.
  - The game ends when students read the final card. Remind students to speak politely to their groups during *I Have, Who Has?*
- Before beginning, instruct students to read their cards to familiarize



themselves with their words and "Who has...?" questions.

• If time allows, groups can reshuffle the cards and play again.

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

- Transition students to quiet reading time. Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for 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 sitting in a different location.



#### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended. Ensure students write on the Self-Sustained Reading Tracker (TR 14.2) as they read independently.

## Reading



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

#### FLUENCY ASSESSMENT (30 MIN.)

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

P

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



#### Reading

#### **Beginning**

Assign a page from the text. After a set time, have students pause and think about what they read.
Ask them to share the central idea or remember important details from the text. Offer a sentence frame to encourage their sharing. Encourage students to listen to each other's responses and share different key details.

#### Intermediate

While silently reading, have students keep a reading journal where they retell the central idea and key details to reflect on what they have read.

#### Advanced/Advanced High

Have students engage in reading response activities that encourage them to interact with the text. Have them write a book review, create a character analysis, or draw a favorite scene.

ELPS 4.H

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 Fox Rescue" with you.
- Ask the student for Activity Page 14.1 (Fluency Assessment) and Activity Page 14.2 (Fluency Assessment Questions).
- Tell the student that you 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:

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

• When the student finishes reading the text, write the exact Finish Time in minutes and seconds on your record sheet.

Activity Pages 14.1 and 14.2



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



#### Activity Page 14.2: Fluency Assessment

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the Unit 4 W.C.P.M. Calculation Sheet (TR 14.1).
- To calculate a student's exact W.C.P.M. score, follow the steps described.
  - First, complete the Words section of the W.C.P.M. Calculation Sheet.
  - Count Words Read. This is the total number of words that the student read or attempted to read up to the point where they stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole text, including the title, use 314 words as your total. If the student did not finish the text, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
  - Count the Uncorrected Mistakes noted in your running record. This
    includes words read incorrectly, omissions, substitutions, and words
    that you had to supply. Write the total in the box labeled Uncorrected
    Mistakes. A mistake that is corrected by the student is not counted as
    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 Winter of Grade 3 is 97 W.C.P.M.
  - A student's W.C.P.M. score can be compared with the scores of other students in the classroom (or grade level) and also with the national fluency norms for Winter of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (79 W.C.P.M.) are experiencing serious problems in reading fluently.
- Compare the student's W.C.P.M. score to national norms for Winter of Grade 3 (Hasbrouck and Tindal, 2017):

Reading Time for this Text	W.C.P.M.	National Percentiles for Fall, Grade 3
2:35	161	90th
3:05	137	75th
4:05	97	50th
5:55	79	25th
8:00	62	10th

After you have entered each student's score on the Unit 4 W.C.P.M.
 Calculation Sheet, record it 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 vowel teams.

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

Students will read and spell words with prefixes.

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

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

by adding -ist. TEKS 3.2.A.vi; 3.2.B.vii; TEKS 3.2.D

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

Students will identify the meaning of homophones. **TEKS 3.3.D** 

#### Reading

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

**TEKS 3.5** 

#### FORMATIVE ASSESSMENT

Activity Page 15.1

Reading Assessment

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

TEKS 3.3.C; TEKS 3.3.D

Activity Page 15.2 Spelling Assessment

TEKS 3.2.B.i; TEKS 3.2.B.vi; TEKS 3.2.B.vii;

TEKS 3.2.D

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

#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Reading Assessment	Whole Group	10 min.	<ul> <li>Activity Page 15.1</li> <li>Grade 3 End-of-Year Summary</li> <li>Reading Assessment Scoring Analysis (TR 15.1)</li> </ul>	
Spelling Assessment	Whole Group	10 min.	<ul> <li>□ Activity Page 15.2</li> <li>□ Grade 3 End-of-Year Summary</li> <li>□ Spelling Assessment Scoring Analysis (TR 15.2)</li> <li>□ colored pencils</li> </ul>	
Reading				
Self-Sustained Reading	Independent	10 min.	☐ recreational reading options ☐ Self-Sustained Reading Tracker (TR 14.2)	

#### ADVANCE PREPARATION

#### **Note to Teacher**

Today, you will complete the multipart Unit 4 Assessment. The Reading & Spelling portion of the Assessment takes place during the first 20 minutes of this lesson. Once students have completed the assessment, they will have time for quiet recreational reading for 10 minutes. 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 day to administer the optional Tricky Word Assessment included in Teacher Resources to specific students that you suspect may not have thoroughly mastered the Tricky Words and high-frequency words reviewed in this unit.

#### **Foundational Skills**

- Provide colored pencils for students to use when checking and correcting their spelling on Activity Page 15.1.
- As needed, prepare a copy of the optional Unit 4 Tricky Word Assessment and the Unit 4 Tricky Word Assessment Analysis.

#### 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.
- Remind students to continue using the Self-Sustained Reading Tracker (TR 14.2) to record their reading progress.

#### **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 whether the student needs additional instruction in specific letter-sound correspondences. If the student makes more than six uncorrected mistakes, they need additional support with word recognition and may need more practice decoding

specific spellings. 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.

- Provide a tracking tool for students to record their progress on each of the Skills summative assessments. Guide them through the process of defining their goals, breaking them down into smaller steps, and creating a plan of action. Incorporate regular reflection activities where students can assess their progress, identify obstacles, and adjust their goals as needed.
- Generate two to three open-ended response to reading prompts for students to answer about their self-selected book.

Start Lesson

## Foundational Skills



**Primary Focus:** Students will read and spell multisyllabic words with vowel teams.

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

Students will read and spell words with prefixes.

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

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

- adding -ist. TEKS 3.2.A.vi; 3.2.B.vii; TEKS 3.2.D
- Students will identify the meaning of and use words with affixes. TEKS 3.3.C
- Students will identify the meaning of homophones. TEKS 3.3.D.

#### Activity Page 15.1



#### **READING ASSESSMENT (10 MIN.)**

- Have students open to Activity Page 15.1.
- Tell students that for each row, you will say one word. Tell students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.
- TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;" after "syllables; TEKS 3.2.B Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; owel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) spelling words using knowledge of prefi xes; (vii) spelling words using knowledge of suffi xes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;" after "syllables; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; TEKS 3.3.D Identify, use, and explain the meaning of antonyms, synonyms, homophones, and homographs in a text.

1.	sustain	6.	reorganize
2.	squeaked	7.	misadventure
3.	unconvinced	8.	cyclist
4.	prevail	9.	librarian
5.	disregard	10.	magical

#### **SPELLING ASSESSMENT (10 MIN.)**

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

1. entertain	6. male
2. screech	7. misconduct
3. ungrateful	8. previously
4. plain	9. perfectionist
5. display	10. historian

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: "The artist talked about why she used bright blue colors in her tropical painting." Slowly repeat the sentence twice.
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, 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 on to the sentence. Remind students of the importance of correcting their work and learning from any mistakes.

#### Activity Page 15.2





#### 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/Viewing Closely**

#### **Beginning**

Have students reflect on their reading by writing some key words/phrases from what they just read.

#### Intermediate

After reading for a specific amount of time (determined by the teacher), have students write their reflections.

Provide sentence frames:
Today I read about \_\_\_.

What surprised me was \_\_.

Have students read their sentences to a partner, listen to their partner's sentences, and discuss any similarities.

#### 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.

ELPS 2.G; ELPS 4.H

# 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 (10 MIN.)**

- 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 using sticky notes to chunk longer sections of text into shorter ones and using a timer to maintain focus for a set time.
- Remind students to record their reading progress on the Self-Sustained Reading Tracker (TR 14.2).



#### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended.

End Lesson

#### Challenge

Consider having students keep a silent reading journal. They can choose two to three open-ended prompts to answer as they read. Prompts can include: In your own words, can you retell what happened in the story? How did the main character feel at the beginning of the story? How about at the end? What was the problem or challenge the characters faced, and how did they solve it? What lesson do you think the author wants readers to learn from the story? Can you relate any of the events or characters in the story to something in your own life? How?

# Pausing Point

This is the end of Unit 4. Analyze the results from the Unit 4 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 Vowel Team Syllables				
Targeted Dictation for /ae/	Page 139			
Sound Quest	Page 139			
More Help with Multisyllabic Words				
Syllable Jumble	Page 140			
Word Race	Page 140			
More Help with Prefixes				
Prefix Memory	Pages 141, 146			
Moon Shot	Pages 141, 147			
More Help with Suffixes				
Circle the Word	Page 141			
Four Across Suffixes	Pages 142, 151			
More Help with Homophones				
Write the Homophone	Page 142			
Charades Plus	Page 142			
More Help with Tricky and High-Frequency Words				
Tap the Tricky or High-Frequency Word Bingo	Page 143			
Tricky and High-Frequency Word Story	Page 144			
More Help with Reading and Fluency				
Forest Adventures	Page 145			
Reading Time	Page 145			

### MORE HELP WITH VOWEL TEAM SYLLABLES

### Targeted Dictation for /ae/

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

/ae	/ Spelled <i>ai</i> or <i>ay</i>
await	decay
sailor	delay
unpaid	payment
retail	sunray
mainly	prepay
repaint	midway
painful	saying
sustain	playpen
training	layover
contain	daycare

### **Sound Quest**

- Have students open to Activity Page PP.1.
- Have students read the story and circle the spellings for /ee/. Then sort the words by spelling.

### Activity Page PP.1



### MORE HELP WITH MULTISYLLABIC WORDS

### Activity Page PP.2



### **Syllable Jumble**

- Have students open to Activity Page PP.2.
- Direct students to unscramble the syllables to form correct words. Then, use the word in a sentence on the lines below.
- Remind students to write neatly in cursive, leaving space between words.

### **Word Race**

- · Divide students into teams.
- Call out a multisyllabic word, and teams race to write the word correctly on a whiteboard or piece of paper.
- The first team to spell the word correctly earns a point.

### Multisyllabic Words from Unit 1-4 Readers that occur at least ten times

animal, story, ready, little, water, different, together, working, around, something, running, during, remember, many, under, understand, people, because, never, everyone

### MORE HELP WITH PREFIXES

### **Prefix Memory**

- Move students into partners. Distribute a set of Prefix Memory Cards to each pair.
- Explain that the students will practice with words that have the prefixes *un-re-, pre-, dis-,* and *mis-*.
- Direct partners to lay out the cards face down on the table. Partners will take turns flipping over two cards. If they are a match, the prefix word will complete the sentence on the card. The student should remove the matching cards from the table. If they are not, the cards should be flipped back over. Play continues until all pairs have been made.

### **Moon Shot**

- Move students into pairs. Provide each pair with a Moon Shot Game Board, Oh No! Cards, and Good to Go! Cards. Provide each student with a set of Moon Shot Word Cards. Provide small tokens as playing pieces.
- Explain that in this game of Moon Shot, the words they will be reading all have un-, re-, pre-, dis-, and mis- prefixes.
- Review the game instructions:
  - Students take turns drawing a word card from their own pile.
  - 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.
  - The first student to make it to the moon is the winner!
- After they finish playing, have students open to Activity Page PP.3.
- Direct students to choose five words from their cards, and write them on Activity Page PP.3, and then choose two additional words to use in sentences.
- Remind students to write words in cursive, leaving space between words.

### MORE HELP WITH SUFFIXES

### Circle the Word

- Ask students to turn to Activity Page PP.4.
- Tell students to read each sentence and circle the correct homophone for each sentence.

### **Activity Page PP.3**



Activity Page PP.4



### **Four Across Suffixes**

- Prepare by making a copy of Four Across Suffixes Game Board and Base Word Cards for each pair of students.
- Divide students into pairs.
- Player 1 selects a base word card. Player 1 adds a suffix to the base word to
  create a new word and places it in the first available box in the corresponding
  column on the game board. Student may write initials next to the word or use
  a different colored pencil to distinguish their words from the other player.
- Player 2 repeats the process, adding their new word to the first available box in the corresponding column on the game board.
- Players take turns adding words with suffixes to the game board until one player gets four words in a row horizontally, vertically, or diagonally.
- Extension: After the game, review the words created on the game board. Discuss the meanings of the words and how the suffixes change the base words.

### MORE HELP WITH HOMOPHONES

### Write the Homophone

- Ask students to turn to Activity Page PP.5.
- Have students fill in the blank with the appropriate homophone from the box.

### **Charades Plus**

Chara	des Plus
Eight	Ate
Sea	See
Hair	Hare
Right	Write
Pear	Pair
Hear	Here
Peace	Piece
Buy	bye
Meat	Meet

### Activity Page PP.5



- Write the homophones in the box above on small pieces of paper (or index cards), and put them into a single container.
- Players take turns drawing a homophone and using both verbal descriptions and physical gestures to help students guess the word. However, they cannot say the word itself or any part of it.
- Set a time limit for each round, typically one to two minutes. If the homophone is not guessed within the time limit, the turn ends.
- You may choose to have students use white boards and markers to write down and spell the homophone once it is revealed orally.

### MORE HELP WITH TRICKY AND HIGH-FREQUENCY WORDS

• The following box contains all of the High-Frequency Words for Unit 4.

always	never
sometimes	draw
something	paper
idea	last
fall	today

• The following box contains all of the Tricky Words for Unit 4.



### Tap the Tricky or High-Frequency Word Bingo

- Write at least twelve Tricky Words from the list above on the board at a level where students will be able to tap them with a ruler.
- Divide the class into two teams, and have them line up at the board.

- Call out a sentence containing a Tricky or High-Frequency Word from the box below. Two students, one from each team, will race to the board to find the word and tap it with their ruler. The first student to find the word and tap it earns a point for their team.
  - 1. I always brush my teeth before bed.
  - 2. Sometimes I play with my friend after school.
  - 3. I have something special to show you!
  - 4. I have an idea!
  - 5. Be careful, I don't want you to fall!
  - 6. I have never seen snow.
  - 7. I like to draw pictures of animals.
  - 8. Can you bring me some paper, please?
  - 9. Tomorrow is the last day of school.
  - 10. Today is a sunny day!
  - 11. Going to the park is an adventure!
  - 12. The lifeguard was at the pool.
  - 13. In the future, I want to be a doctor.
  - 14. I like to borrow books from the library.
  - 15. My grandma is an experienced baker.

### **Tricky and High-Frequency Word Story**

- Pass out lined paper to students.
- Direct students to write a story using the Unit 4 Tricky and High-Frequency Words.
- Ask students to trade their completed story with another student to read.

### MORE HELP WITH FLUENCY AND READING

### **Forest Adventures**

- Make one copy of Activity Page PP.6 for each student.
- Have students read the activity page with another student alternating lines between two readers, then switch parts.

### **Reading Time**

• Students may spend time reading trade books.

### Activity Page PP.6

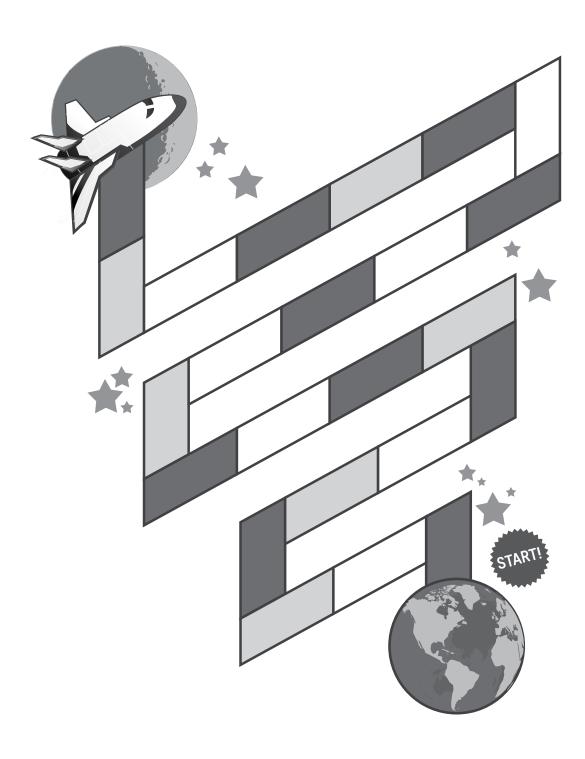


Pausing Point

### PREFIX MEMORY CARDS

returned	misplaced	I made a on my homework, and I had to fix it.	I my book bag.
uncomfortable	mistake	The scratchy tag made her shirt 	The library book was on time.
dislike	disagree	l broccoli for dinner.	I helped my dad the bookshelf that broke in the living room.
unable	rebuild	She was to lift the heavy box.	My sister and I on who should get the first turn in the game.
prehistoric	precaution	Dinosaurs lived in times long ago.	Wearing a seat belt is a in case there is a car accident.

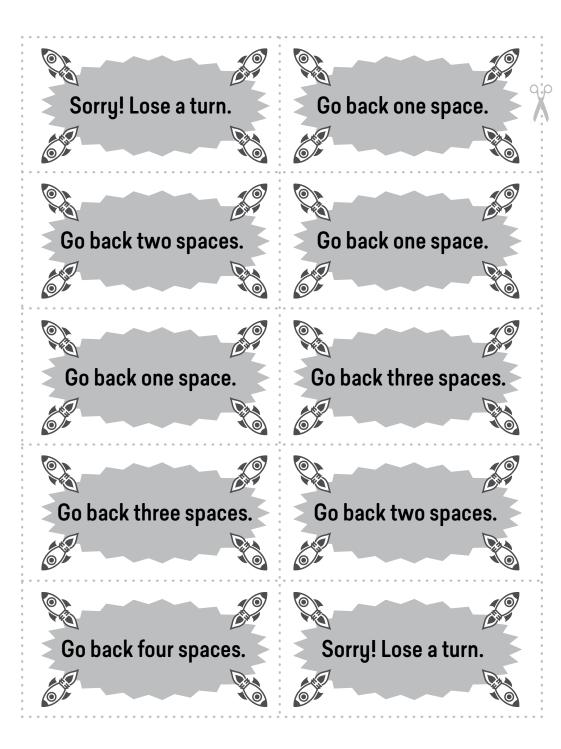
### MOON SHOT GAME BOARD



### **MOON SHOT GOOD TO GO! CARDS**



### MOON SHOT OH NO! CARDS



### MOON SHOT WORD CARDS

unhappy	unfold	unpack	unknown
uncover	unzip	unseen	unlock
rewrite	reread	rebuild	replay
refill	reheat	revisit	restore
replace	preview	preorder	prepay
preschool	misunderstand	mistake	misbehave
mislead	misplace	disagree	disappear
dislike	distrust	disapprove	

### FOUR ACROSS SUFFIXES GAME BOARD

- eq			
y.			
-al			
-ian			
-ist			

### FOUR ACROSS SUFFIXES BASE WORDS

technic	histor	librar	clinic
civil	music	tour	flor
styl	art	optim	hysteric
person	financ	ethic	stead
trick	read	rock	act
guard	ration	pick	fuss

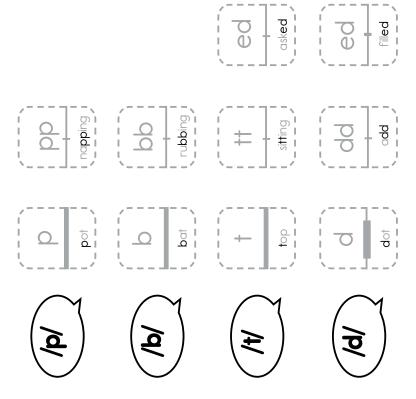
# **Teacher Resources**

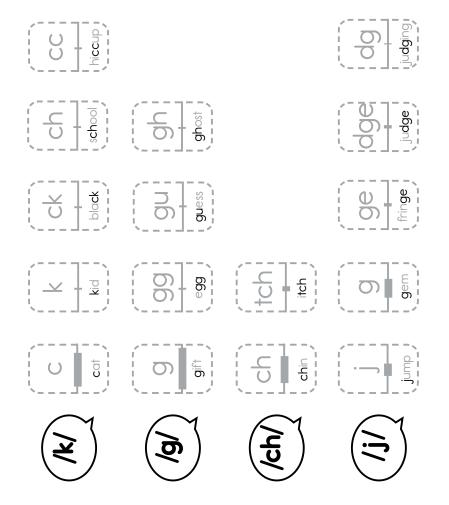
Grade 3 Foundational Skills 4

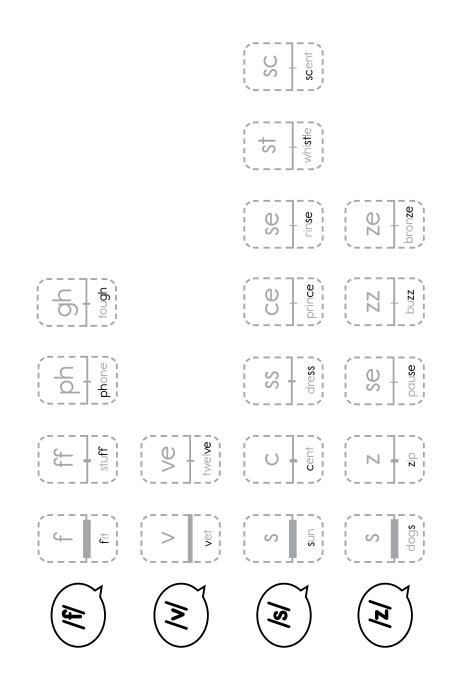
# Grade 3 | Foundational Skills 4 Teacher Resources

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 4
TR 3.1 Roll, Flip, Read, Write Word Cards
TR 5.1 Word Matrix <i>un-</i>
TR 6.1 Word Matrix <i>dis</i> – and <i>mis</i> –
TR 6.2 Mix and Mingle Game Cards
TR 6.3 mis – and dis – Prefix Bingo Cards
TR 6.4 mis- and dis- Prefix Bingo Word List
TR 7.1 Word Matrix <i>re-</i>
TR 8.1   Have, Who Has? Cards
TR 9.1 Word Matrix –ist
TR 10.1   Have, Who Has? Cards
TR 11.1 Mix and Mingle Game Cards
TR 12.1 Frayer Model: Frankie Figures It Out, Pages 50–53
TR 13.1 Homophone Bingo Cards
TR 14.1 Unit 4 W.C.P.M. Calculation Sheet
TR 14.2 Self-Sustained Reading Tracker
TR 15.1 Reading Assessment Scoring Analysis
TR 15.2 Spelling Assessment Scoring Analysis
Unit 4 Tricky Word Assessment (optional)
Unit 4 Tricky Word Assessment List
Activity Book Answer Key
Appendix A
Appendix B
Appendix C
Texas Knowledge and Skills Correlation Chart
English Language Proficiency Standards Correlation Chart

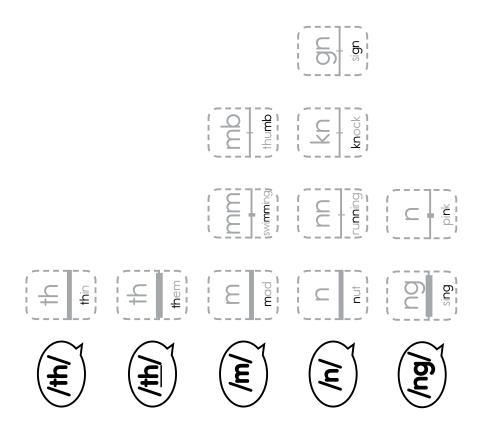
Teacher Resources

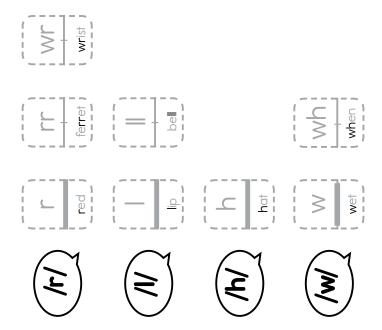




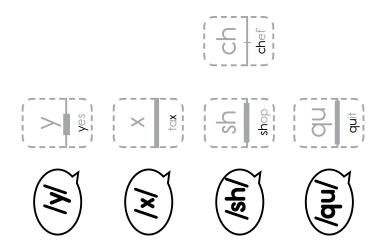


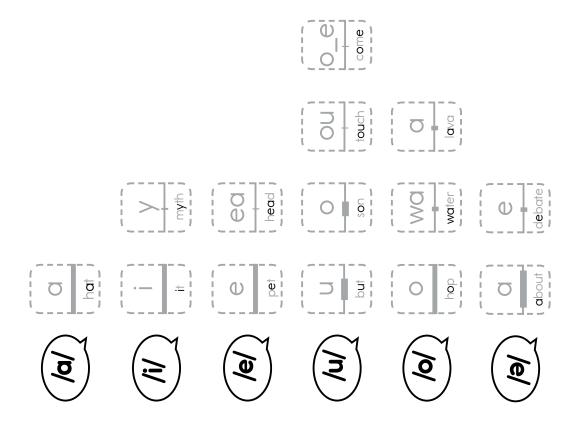
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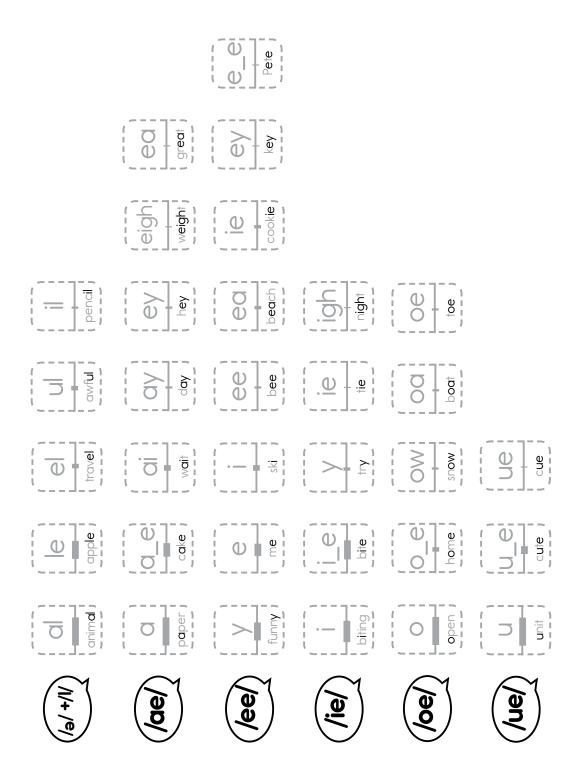




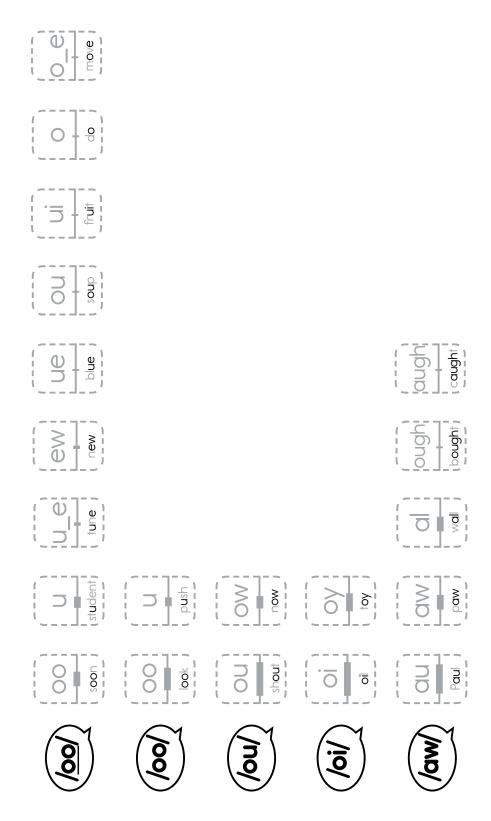


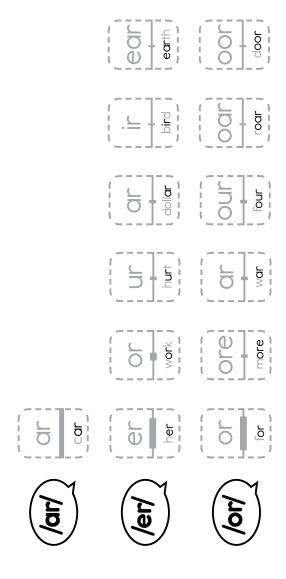


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# Grade 3 Anecdotal Reading Record

Teacher Instructions: During reading time, circulate and listen to students read. Utilize the Anecdotal Reading Record to note students' progress. Make multiple copies of the blank record to have on hand when listening to students read aloud. Strive to hear every student read aloud at least once or twice each week.

STUDENT NAME
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

## Grade 3 Foundational Skills Record

Teacher Instructions: Create one copy of the Foundational Skills Record per student. Use the formative assessment in each lesson to track the student's progress toward mastery of each standard. Use the rating system to indicate the level of teacher support required and the space provided to take notes.

- Students at level 1 require focused intervention to accelerate learning in a specific area. Use the Additional Supports and Pausing Points to target areas of growth.
- Students at levels 2 and 3 should be showing steady growth. These students would benefit from the Take Home Materials and Support suggestions within each lesson.
- Students at level 4 are excelling. Use the Challenge suggestions to increase rigor.

1 = Intervenel; 2 = Support; 3 = Review; 4 = Enrich

Student Name										
3.2 Foundational Language Skills										
3.2.A Phonetic Knowledge	1	2	3	4	5	6	7	8	9	10
TEKS 3.2A.i The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.	1 2 3 4	1234	1234	1234	1 2 3 4	1234	1234	1234	1234	1234
TEKS 3.2A.ii The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	1 2 3 4	1234	1234	1234	1234	1234	1234	1 2 3 4	1234	1 2 3 4
TEKS 3.2A.iii The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	1 2 3 4	1234	1234	1234	1234	1234	1234	1234	1234	1234

Teacher Resources

TEKS 3.2A.iv The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.	1 2 3 4	1 2 3 4	1234	1234	1234	1 2 3 4	1 2 3 4	1 2 3 4	1234	1 2 3 4
TEKS 3.2A.v The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	1234	1234	1234	1234	1234	1234	1234	1 2 3 4	1 2 3 4	1234
TEKS 3.2A.vi The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.2A.vii The student is expected to demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	1 2 3 4	1 2 3 4	1 2 3 4	1234	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3.2.B Spelling Knowledge	1	2	3	4	5	6	7	8	9	10
3.2.B Spelling Knowledge  TEKS 3.2B.i  The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.		<b>2</b> 1 2 3 4				<b>6</b> 1 2 3 4	7 1 2 3 4		9 1 2 3 4	<b>10</b> 1 2 3 4
TEKS 3.2B.i The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable	1234	1234	1234	1234	1234	1234	1234		1234	1234
TEKS 3.2B.i The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  TEKS 3.2B.ii The student is expected to demonstrate and apply spelling knowledge by	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234

TEKS 3.2B.v	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
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.										
TEKS 3.2B.v The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.2B.vi The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
TEKS 3.2B.vii The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	1 2 3 4	1 2 3 4	1234	1234	1234	1234	1234	1234	1234	1234
	1	2	3	4	5	6	7	8	9	10
<b>TEKS 3.2C</b> The student is expected to alphabetize a series of words to the third letter.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
	1	2	3	4	5	6	7	8	9	10
TEKS 3.2D The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	1234	1234	1234	1234	1234	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1234
3.3 Vocabulary										
	1	2	3	4	5	6	7	8	9	10
<b>TEKS 3.3A</b> The student is expected	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234
to use print or digital resources to determine meaning, syllabication, and pronunciation.										

TEKS 3.3C The student is expected to identify the meaning of and use words with affixes such as im-(into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	1 2	3 4	1	1 2	2 3	4	1	2 3	3 4	1	2	3	4	1 2	2 3	3 4	1	2 3	3 4	1	2 3	3 4	1	2 :	3 4	1	2	3	4	1 2	2 3	4
TEKS 3.3D The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1 2	3 4	1	1 2	2 3	4	1	2 3	3 4	1	2	3	4	1 2	2 3	3 4	1	2 3	3 4	1	2 3	3 4	1	2 :	3 4	1	2	3	4	1 2	2 3	4
TEKS 3.3D The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1 2	3 4	1	1 2	2 3	4	1	2 3	3 4	1	2	3	4	1 2	2 3	3 4	1	2 3	3 4	1	2 3	3 4	1	2 :	3 4	1	2	3	4	1 2	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.

Date	Text	Total Words in Text	Words Missed	Words Read Correctly	Accuracy %	Time	Words Per Minute

# GRADE 3 END-OF-YEAR SUMMARY

# GRADE 3 END-OF-YEAR SUMMARY (CONTINUED)

U10 RA										
U10 U10 FA RA										
U9 RA										
PA PA										
RA RA										
8 A										
R A										
74										
U6 RA										
U6 FA										
U5 RA										
FA C5										
A A										
2₹										
U3 RA										
U3 FA										
U2 RA										
Z 4										
7 Z										
5 E										
ă m										
A A										
тме										
Name										

### ANECDOTAL READING RECORD—UNIT 4

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

NAME:	
NATE.	TR 31
DATE:	

## Roll, Flip, Read, Write Word Cards

Make a copy for each student, cut out words, and number the backs of the cards 1–6.

overvalue	barbecue
unsuited	discontinue
influenceable	superglue

NAME:	
	TR 5 1
DATE:	

## Word Matrix un-

		-ed
Un-	Base word	-ing
		-able

NAME:	
DATE:	TR 6 1
JAIL	

## Word Matrix dis- and mis-

	Base word	_ <i>у</i>
		-s
		-ing
		-ed
Mis-		

NAME:	
	TR 6.2
DATE:	

take	repair
speak	trust
interest	connect

NAME:	TD 6 0
DATE:	TR 6.2

regard	approve
place	belief
mis-	dis-

NAME:	
	TD 6 3
DATE:	

## mis- and dis- Prefix Bingo Cards

trust	own	judge
prove	able	calculate
manage	lead	order
BINGO CARD #1		

lead	prove	able
own	trust	calculate
judge	order	manage
	BINGO CARD #2	

order	lead	manage
judge	own	prove
calculate	able	trust
	BINGO CARD #3	

calculate	able	lead
prove	manage	judge
trust	own	order
	BINGO CARD #4	

NAME:	 
	TRA/
DATE:	111 U. <del>4</del>

## mis- and dis- Prefix Bingo Word List

Base Words to Read	Words with Prefix
trust	mistrust
judge	misjudge
manage	mismanage
lead	mislead
calculate	miscalculate
prove	disprove
able	disable
order	disorder
own	disown

NAME:	
DATE:	TR 71
DATE	/

Make a copy for each student, cut out words, and number the backs of the cards 1–6.

un-	Base word

NAME:			
DATE.			

#### I Have, Who Has? Cards



I have the first card!

Who has...

a word that means someone who is under the age of 13, just before they become a teenager?

I have preschool.

Who has...

a word that describes a time really, really long ago, before people wrote things down and when dinosaurs roamed the Earth? I have preteen.

Who has...

a word that means a place for very young kids to learn, usually before they start regular elementary school?

I have *prehistoric*. Who has...

a word that means to make a decision about something or someone before really knowing all the facts?

NAME:			
DATE.			

I Have, Who Has? Cards



I have prejudge.

Who has...

a word that means the small part added at the beginning of a word to change its meaning?

I have preload.

Who has...

a word that means selling something before it's officially available? I have prefix.

Who has...

a word that means something you might do to a video game before playing so that it starts up right away?

I have presell.

Who has...

a word that means to tell or warn of something before it happens, like telling your friend there might be a surprise party?

NAME:			
\ATC.			

I Have, Who Has? Cards



I have prewarn.

Who has...

a word that means when a doctor writes down a medicine that you need to take?

I have preowned.

Who has...

a word that means something that happened before a certain day on the calendar or in the past?

I have prescribe.

Who has...

a word that means that something belonged to someone else first?

I have predate.

Who has....

a word that means what happens on an airplane to prepare it and its passengers before it takes off?

NAME:			
D 4 T E			

I Have, Who Has? Cards



I have preflight.

Who has...

a word that means rinsing something off a little bit before doing the main cleaning?

I have *preread*.
Who has...

a word that means to add something to a container before you use it, like putting water in a water bottle before going to sports practice?

I have prewash.

Who has...

a word that means skimming a text to look for certain words or text clues?

I have prefill.

Who has...

a word that means something is apart or separated before you use it, like buying vegetables that are already chopped?

NAME:			
ATE.			

I Have, Who Has? Cards



I have precut.

Who has...

a word that means to give money for something beforehand? I have prepay.

Who has...

a word that means you make something warm before using it, like you might do with the oven before cooking something?

I have preheat.

Who has...

a word that means something you take before a teacher teaches to show what you already know? I have *pretest*.

Who has...

a word that means to set it up in advance, such as doing this on the radio to your favorite station before you drive?

NAME:			
DATE.			

I Have, Who Has? Cards



I have preset.

Who has...

a word that means that food has already been prepared in advance and only needs to be heated up? I have precook.

Who has...

a word that means looking at or watching something briefly before you fully watch it?

I have preview.

Who has...

a word that means deciding something in advance, like figuring out what you'll have for dinner before you go to the store? I have preplan.

I have the last card!

NAME:	
	TR 9.1
DATE:	II\J.1

## Word Matrix -ist

Base word	–ist

NAME:	
	TP 1∩ 1
DATE:	

### I Have, Who Has? Cards

I have the first card!

Who has...

a person skilled in playing or creating music?

I have musician.

Who has...

a person who studies and writes about history?

Il have historian.

Who has...

a person who entertains through humor and jokes?

I have comedian.

Who has...

a medical doctor who treats and diagnoses illnesses?

NAME:		
	TD	$1 \cap 1$
<b>ΛΔΤ</b> Ε·	ΙП	$-1 \setminus J \perp$

I Have, Who Has? Cards



I have physician.

Who has...

a person who works with and maintains electrical equipment?

I have electrician.

Who has...

a person who doesn't eat meat but typically eats vegetables and fruits?

I have vegetarian.

Who has...

a person skilled in a specific field, often related to technology?

I have technician.

Who has...

a person involved in politics, often elected to public office?

NAME:			
DATE:			

TR 10.1

I Have, Who Has? Cards



I have politician.

Who has...

a person who performs magic tricks or illusions?

I have magician.

Who has...

a person who specializes in mathematics?

I have mathematician.

Who has...

a person who protects or looks after someone or something?

I have guardian.

Who has...

a person who is a qualified medical professional for animals?

NAME:	 
	 TD
DATE:	$\mathbf{I}$

I Have, Who Has? Cards



I have veterinarian.

Who has...

a person who works in a library, managing and organizing books and other materials? I have librarian.

Who has...

a person who resides in Canada?

I have Canadian..

Who has...

a person who specializes in the study of grammar?

I have grammarian.

I have the last card!

NAME:	
DATE:	TR 11 1

tropic	season
guided	interpret
violin	journal

TD 11 1
TR 11.1
_

eventful	grateful
ltaly	history
determine	approved

NAME:	
DATE:	TR 11.1
	-

imagine	review
regard	organize
-al	-ist

NAME:	
DATE:	TR 11.1

–ian	re-
dis-	mis-
pre-	un-

NAME:	
DATE	TR 12 1
DATE:	

# Frayer Model: Frankie Figures It Out, Pages 50–53

detect		
Definition	Characteristics	
To notice or discover something using your senses	Careful observation	
Selises	Paying attention to details	
Example	Non-example	
Spotting a rabbit sitting underneath the edge of a bush	Falling over a tree root while walking in the park	
Sentence		
I detected that someone was having a barbecue cooking.	because I heard sizzling and smelled food	
	because I heard sizzling and smelled food	
cooking.	characteristics	
impression  Definition  A clever or funny way of copying the way		
impression  Definition	Characteristics	
impression  Definition  A clever or funny way of copying the way	Characteristics  • Making the same movements as a person  • Talking in the same speech pattern as a	
impression  Definition  A clever or funny way of copying the way someone acts or speaks	Characteristics  • Making the same movements as a person  • Talking in the same speech pattern as a person	
impression  Definition  A clever or funny way of copying the way someone acts or speaks  Example  An actor talking and moving like a person	Characteristics  • Making the same movements as a person  • Talking in the same speech pattern as a person  Non-example  An actress talking and moving like herself while filming a movie about a person from	

NAME:	
	TR 13

## Homophone Bingo Cards



Heal: A bandage helps a cut or scrape heal faster.

Heel: The puppy nipped at my heel as I walked around the yard.

Pale: After staying indoors all day, Sarah's face looked pale in the sunlight.

Pail: I filled the pail with sand to build a sandcastle at the beach.

Stake: The gardener used a stake to support the growing tomato plant in the garden.

Steak: Dad grilled a juicy steak for dinner, and it smelled delicious.

Sum: We added the numbers together to find the sum of our math problems.

Some: Can I have some of your cookies? They look tasty!

Main: The main character in the story had a big adventure.

Mane: The lion's golden mane flowed as he walked majestically across the savanna.

NAME:			
DATE:			

TR 13.1

Homophone Bingo Cards



Hole: There was a small hole in the bottom of my backpack, and my pencils fell out.

Whole: I ate the whole apple, including the crunchy core.

Flee: When the loud thunder roared, the scared cat tried to flee under the bed.

Flea: My dog scratched himself because he had a tiny flea on his fur.

Be: I want to be a scientist when I grow up.

Bee: The busy bee buzzed around the colorful flowers in the garden.

Pare: She pared the potatoes and tossed the skin into the garbage.

Pear: Mom sliced a sweet, juicy pear for us to share for dessert.

Knight: The brave knight in shining armor rescued the princess from the dragon.

Night: At night, the stars twinkle in the dark sky.

NAME:			
NATE			

TR 13.1

Homophone Bingo Cards



Might: If you eat your vegetables, you might grow up to be really strong!

Mite: A tiny mite crawled slowly across the kitchen floor.

Reed: The tall reed swayed in the breeze by the pond.

Read: I like to read adventure stories about pirates and treasure.

Paced: Nervously, he paced back and forth while waiting for the test results.

Paste: I used glue to paste the pictures onto my poster for the school project.

Lessen: Drinking water can lessen the feeling of thirst on a hot day.

Lesson: Mrs. Johnson taught us a lesson about plants and how they grow.

Groan: Everyone let out a groan when the teacher assigned extra homework.

Grown: The sunflower in the garden had grown really tall.

NAME:			
DATE:			

TR 13.1

Homophone Bingo Cards



Fourth: I sit in the fourth row of desks in the classroom.

Bass: The deep bass sound of the music made the floor vibrate.

Rode: Jimmy rode his bike to the park to play with his friends.

Knot: Dad tied a knot in the rope to keep the boxes secure.

Pane: The window had a broken pane, letting in the chilly breeze.

Forth: The magician pulled a rabbit forth from his hat during the show.

Base: In baseball, the players run from base to base to score points.

Road: We took a long road trip to visit Grandma and Grandpa.

Not: I did not forget to bring my lunch to school today.

Pain: Falling off the swing caused a sharp pain in my knee.

NAME:	
	TD
DATF:	ΙΠ

Homophone Bingo Cards



Plain: The field of grass was vast and plain, with no trees or hills.

Plane: We saw a big airplane flying high in the sky.

Vain: The peacock admired its colorful feathers, feeling a bit vain.

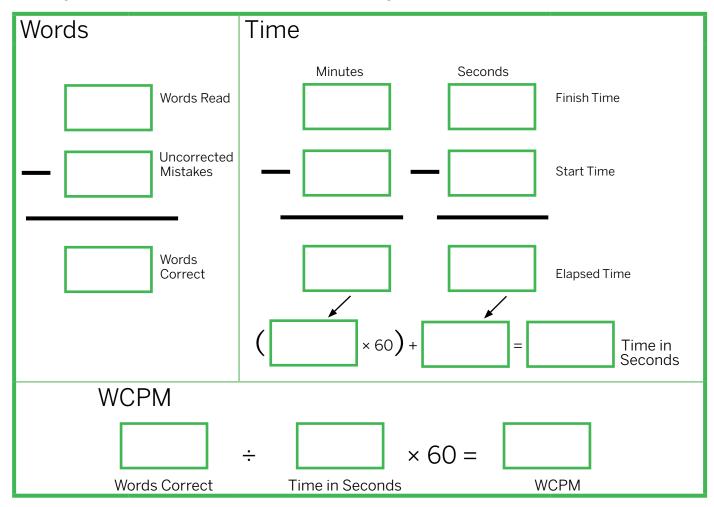
Vane: The weather vane on the roof pointed north, showing which way the wind was blowing.

Vein: The doctor used a stethoscope to listen to the heartbeat in my wrist vein.

NAME:	
DATE:	TR 14.1

#### Unit 4 W.C.P.M. Calculation Sheet

Story: "The Fox Rescue" total words in story: 288



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
	161	
2:35	161	90th
3:05	137	75th
4:05	97	50th
5:55	79	25th
8:00	62	10th

NAME:	
	TR 1/1 2
DATE:	

## **Unit 4 Self-Sustained Reading Tracker**

Use the chart below to keep track of the books you are reading. Record the page number that you start and end on during independent reading time.

Date	Title of Book	START Page Number	END Page Number

Teacher Resources

NAME:	
	TR 15 1
DATE:	

## Reading Assessment Scoring and Analysis

The more words a student can read and the farther the student can progress in the assessment, the stronger his or her preparation for the next unit of instruction.

The number of words read correctly indicates the following:

- Students who score 6 or fewer words out of 10 words correctly have minimal preparation for the next unit.
- Students who score 7 out of 10 words correctly have adequate preparation for the next unit.
- Students who score 8 or more words out of 10 words correctly have outstanding preparation for the next unit.

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition.

NAME: _		
DATE: _		



	Phonemes	Syllables
sustain	/s/ /ə/ /s/ /t/ /ae/ /n/	su/stain
squeaked	/s/ /qu/ /ea/ /k/ /t/	squ/eaked
unconvinced	/u/ /n/ /c/ / / /n/ /v/ /i/ /n/ /s/ /t/	un/con/ vinced
prevail	/p/ /r/ /i/ /v/ /ae/ /l/	pre/vail
disregard	/d/ /i/ /s/ /r/ /i/ /g/ / ar/ /d/	dis/re/gard
reorganize	/r/ /ee/ /or/ /g/ / / /n/ / ie/ /z/	re/or/gan/ize
misadventure	/m/ /i/ /s/ /a/ /d/ /v/ /e/ /n/ /ch/ /er/	mis/ad/ven/ ture
cyclist	/s/ /i/ /c/ / / /l/ /i/ /s/ /t/	cy/clist
librarian	/l/ /i/ /b/ /r/ /ar/ /ee/ /n/	li/brar/i/an
magical	/m/ /a/ /j/ /i/ /c/ /ə/+/l/	mag/i/cal

NAME:	
	TR 15 2
DATE:	

## Spelling Assessment Scoring and Analysis

Write student's names in the column provided. The words on today's spelling assessment include words with vowel teams. The assessment will also include words that add prefixes and suffixes.

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

NAME:	
DATE:	TR 15.2
	CONTINUED

1. entertain	Vowel Team <i>ai</i>
2. screech	Vowel Team ee
3. ungrateful	Prefix un-
4. plain	Vowel Team <i>ai</i>
5. display	Vowel Team <i>ay</i>
6. male	Split Digraph a_e
7. misconduct	Prefix mis-
8. previously	Review Affixes
9. perfectionist	Suffix -ist
10. historian	Review Affixes

NAME:			
DATE:			

# Unit 4 Tricky Word Assessment (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 4, 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.

NAME:_			
DATE: _			

Unit 4 Tricky Word Assessment (Optional)

Tricky Word/High-Frequency Word	End of Unit 4 Assessment: Date ——
1. always	
2. sometimes	
3. something	
4. idea	
5. fall	
6. never	
7. draw	
8. paper	
9. last	
10. today	
11. adventure	
12. lifeguard	
13. delicious	
14. library	

NAME:			
DATE: _			

# Unit 4 Tricky Word Assessment List

- 1. always
- 2. sometimes
- 3. something
- 4. idea
- 5. fall
- 6. never
- 7. draw
- 8. paper
- 9. last
- 10. today
- 11. adventure
- 12. lifeguard
- 13. delicious
- 14. library

# **ACTIVITY BOOK ANSWER KEY**

	Dic	ation
Writa th		correct column. Write neatly
cursive.	e dictated words in the	correct column. write heatly
	ea	ee
	repeated	disagree
	nearby	freezer
	teacher to sentences using any	between
one wor spaces l	teacher or sentences using any d from each column. Wo between words. u teacher works hard	Between of the words above. Use at le

DAT	ME: TE:		2.1 Activity P
	]	Identify the Code	e
be cu	st finishes the sen rsive. Underline th	Choose the word from tence, and write it on e letters in the word tl	the line neatly in
SO	und.	Word Bank	
Γ	untrainable	maintaining	playfulness
	fundraiser	daydreaming	unrestrained
1. 2.	and joy.	<u>unrestrained</u> in the h	
3.	I spent most of t	he afternoon staring o	out the window and
4.	We held afund	<u>fraiser</u> to help pay for	r our trip to camp.
5.	You did a great jo the room got no	ob at <u><i>maintaining</i> y</u> ou isy.	ur focus even when
6.	My mom says a	lot of old dogs are _w	ntrainable .

NAME: 2.2 Activity Page DATE: **Encode and Apply** Read each word with the /ae/ sound in the word bank. Underline the letters that make the /ae/ sound in each word. Choose at least one word from the word bank to write a sentence related to the Reader, Frankie Figures It Out. Write in cursive, leaving spaces between words. Words with /ae/ sound Friday explained away exclaimed Sunday maintained relay something Something Frankie learned was that rules \_\_maintain the peace.

DAT	E: 3.1 Activity Pag
	Roll, Flip, Read, Write
wit The wo	th a partner, take turns rolling the dice. Next, grab a card h the number on it that matches the number on the dice. en, read the card aloud. The partner that is not reading the rd will write the word on the lines below. Write each word atly in cursive.
1.	Answers mary varry.
2.	Answers mary varry.
3.	Answers may vary
4.	Answers mary varry.
5.	Answers may vary
6.	Answers mary varry.
	ite the dictated sentence neatly in cursive, leaving spaces ween words.
7.	The bluebonnet was adopted as the state flower of Texas in 1901 and continues to grow naturally year after year.

	Reader Response
pro	swer the questions below. Think of how you would solve the oblem while following rules just like Frankie is learning. Write the incursive, leaving spaces between words.
1.	You are playing a game with your group, but there are no cards left for you. What do you do?
	Answers many warry.
2.	You see someone fall off the swing on the playground. What do you do?  Answers mary vary.
3.	You see a new student drop all of their stuff going through the front door of the school. What do you do?  Answers many wary.

DATE:		
	Review Vowel T	eams
Part 1		
the vowel teams	ee, ea, ai, ay, or ue. Wr	ds from the Reader witl ite them in your word n word. Write neatly in
	Word Bank	
1. <u>may</u> be	3. <u>seatbelt</u> 4. <u>dreamed</u>	5. <u>eating</u>
2. <u>oatmeal</u>	4. <u>dreamed</u>	6. <u>disagree</u>
	ion below using at lea neatly in cursive, leav	ast one word from your ring spaces between
will she most lil Frankie an	kely do next?	d of this section, what disagree about the

NAME:	「 Activity Page
DATE:	3.1 Activity Page

# Prefix un- Crossword Puzzle

Read each sentence, and fill in the blank space with the prefix *un*— word that best completes the sentence. Write neatly in cursive. Then, write the word in the correct space on the crossword puzzle.

# Word Bank

unlike	unload	unlucky
unpack	unscrew	unusual
unworn		

# Across

- Jamal's shirt was <u>\_\_\_\_\_\_\_\_.</u> He had not put it on before.
- 2. The cake was <u>unlike</u> anything I had ever seen, with amazing decorations that moved and lit up.
- 3. When my mom gets home with the groceries, I will help her <u>unload</u> the bags from the car.
- 4. When I get to the hotel, I will first <u>umpack</u> all of my clothes from my suitcase.

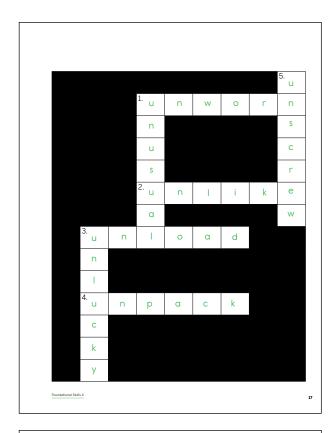
Foundational Skills 4

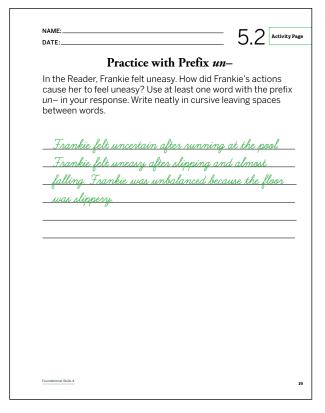
# Down

- 1. Seeing a bald eagle in the wild is rare. It is <u>unusual</u>.
- 3. Samantha felt <u>unlucky</u> when she missed the bus and had to walk to school in the rain and then she tripped in a puddle and dropped her books.
- 5. Jaden's hands were slippery, so he could not wnscrew the cap of his water bottle.

Use at least one of the words from the word bank in your own sentence. Write neatly in cursive leaving spaces between words.

We had to unpack a lot of boxes when we moved.





DAT	<u> </u>	3 Take-I	Iome
	Prefix Practice		
Dea	ar Family Member,		
the add nea inco	r student has been practicing reading prefixes and meaning of words using the <i>un</i> – prefix. Have your I the prefix <i>un</i> – to each word below. Then, write a styly in cursive using the new word. Throughout the prepriate words with the prefix <i>un</i> – in conversation dent. Use them and ask your student to explain who word means.	studen entence week, tr with yo	t e ry to ur
1.	interesting <u>uninteresting</u> The movie was so uninteresting that I fell asleep.		
2.	acceptable <u>unacceptable</u> <u>Running in the hallways in unacceptable</u> <u>behavior</u>	<u>e</u>	
3.	successful <u>unsuccessful</u> <u>I tried to fimish mry homework last</u> <u>might but I was unsuccessful</u>	_	
Foundati	onal Skills 4		

4. surprising unsurprising

A rainy day in April is unsurprising.

Practice	with Prefixes di	s– and <i>mis</i> –
Determine whether	dis– or mis– is the co	orrect prefix for each
vord. Circle the pref	ix, and neatly write th	ne new word in cursiv
Prefix	Base Word	New Word
dis-/mis-	manage	mismanage
dis-/ mis-	courage	discourage
dis-/mis-	understood	misunderstood
dis-)/ mis-	appear	disappear
	ewly formed words a ve, leaving spaces be	
Vrite neatly in cursi	,	tween words.
Vrite neatly in cursi	ve, leaving spaces be	tween words.
Vrite neatly in cursi	ve, leaving spaces be	tween words.
Write neatly in cursion  A asked for help a	ve, leaving spaces be	tween words.  the math problem.
Vrite neatly in cursion  A asked for help a	ve, leaving spaces be	tween words.  the math problem.
Vrite neatly in cursion  A asked for help a	ve, leaving spaces be	tween words.  the math problem.
Vrite neatly in cursion  A asked for help a	ve, leaving spaces be	tween words.  the math problem.

DATE:		6.2 Activ
	Exit Ticket	
complete sentenc your answer. Use a Activity Page 6.1 ir leaving spaces bel	t about Frankie Figures se using evidence from t least one word from b your response. Write r ween words. What valu she went to the marke	the text to support the prefix chart on neatly in cursive, uable lesson did
Frankie under	tood that it was a n	mistake to cut the
line for brown	es. She did not war	rt to disregard the
U	ther people who we	U
Jecuring of Nice o	and people with hoe	w nouvorig.

IAME:	
DATE:	6.3 Take-Home

# Complete the Sentence

Dear Family Member,

Your student has been learning about the prefixes mis—, dis—, and un—. Please have your student use the best word from the Word Bank to fill in the blank for each sentence. Please remind your student to write each word in cursive. As students identify the word that goes in each blank, ask students what each word means and how they knew to put it in each blank.

# Word Bank

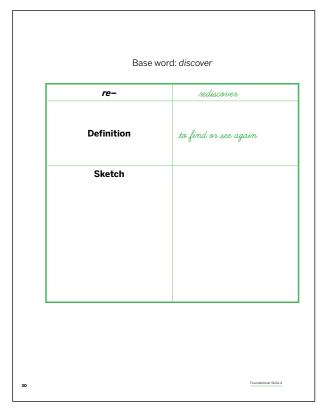
misplace	misstep	disadvantage
disbelief	inappealing	unstoppable

- 1. The soccer player was <u>unstoppable</u>, dribbling past every defender to score the winning goal for her team.
- 2. Luisa was in <u>disbelief</u> that her favorite singer was performing at the city fair.
- 3. Taking a <u>misskep</u> on the slippery sidewalk caused Paul to stumble, but he quickly regained his balance and continued walking.

oundational Skills 4

- 4. Truman has lost three jackets in two months, so he is trying not to <u>muplace</u> his new jacket.
- 5. One <u>disadvantage</u> of not doing your homework is that you might miss out on learning something new and interesting.
- 6. Eating vegetables might seem <u>unappealing</u> at first, but they are very good for your health.

DATE:	/ Activity
Build New V	Vords with <i>re</i> –
For each table, add prefix re-t definition of the new word. Dra the meaning of the new word. spaces between words when a	w a simple sketch to show Write neatly in cursive, leaving
Base wor	d: construct
re-	reconstruct
Definition	to make over or build again
Sketch	
Foundational Skills 4	



# Base word: calculate | Pe- | recalculate | | Definition | to check one's math again, especially to check for errors | Sketch |

			/. Z Activi
	Reader P	Response	
at least one d nigh-frequen between wor	mplete sentences to of the words with th cy words. Write nea ds. What details in t rankie's mom's offi	e prefix re— and atly in cursive, lea the text support	one of the aving spaces the idea that
refill	return rere	ead respon	d rewrite
always	sometimes	something	idea
fall	never	draw	paper
Editors re	e in the office have write the books.( refills the candy	Artists draw in bowl	lustrations
7700 000 110			

NAME:	 72 Take-Home
DATE:	 /.5 Take-Home

# Complete the Story

Dear Family Member,

Your student has been learning about how prefixes change the meaning of a word. Have your student add the prefix re- to the base words. Then, fill in the blanks and complete the story. Not all words will be used. Write neatly in cursive. As your student writes the new words with the prefix re-, ask your student to tell you the definition of each new word.

Base Word	Add the Prefix re-
organize	reorganize
enter	reenter
turn	return
read	read
filled	refilled rebuild
build	rebuild
stored	restored
watched	rewatched
place	replace
paint	replace repaint

Foundational Skills 4

Once upon a time, in the small village of Booktown, there was an adorable little library. One morning, the librarian, Professor Pagemaster, opened the library and found that a bookshelf had fallen over. The books were scattered everywhere. Professor Pagemaster asked the children of Booktown to help fix the shelves. After the children finished the shelves, it was time to <u>reorganize</u> all of the books. They noticed that some of the old book covers were worn out. They decided to <u>replace</u> the covers with new ones. Once the shelves were rebuilt, it was time to <u>return</u> all the adventure books to their rightful places. The children also noticed that the walls of the adventure section were scratched and faded. With Professor Pagemaster's approval, they decided to nepaint the walls with vibrant colors to match the excitement of the stories. With the library fully <u>restored</u>, it was time to open the doors and allow all the library patrons to <u>reenter</u> the building.

Foundational Skills 4

NAME:	0.1
	Activity Page
DATE:	

# Review Prefixes pre-, re-, and un-

Choose two words from the Word Bank. Complete a table for each of your chosen words. Be sure to write legibly in cursive.

# Word Bank

Ī	precaution	preapprove	prearrange
ł		unreachable	unfortunate
l	preposition		
ı	predestined	reconnect	reconsider

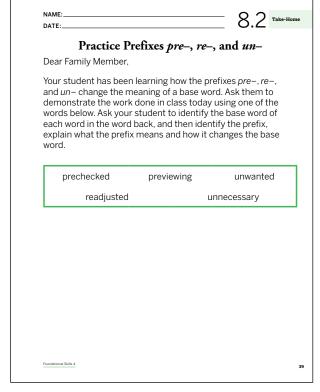
Prefix	Base Word	New Word
Definition	Answers may w	I ary.
Sentence	Answers may w	ary.
Sketch		

Prefix	Base Word	New Word
Definition	Answers may vary.	
Sentence	Answers may vary.	
Sketch		

# Answer the question below using at least two words from the box. Write your answer legibly in cursive leaving spaces between words.

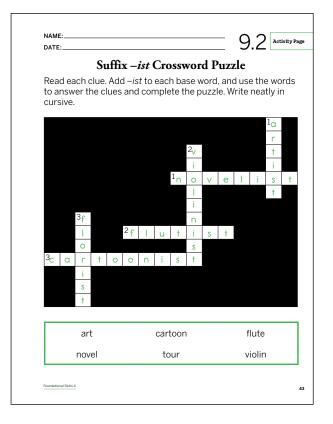
You are an expert on libraries! How would you explain to Frankie how the stickers with the "jumble of letters and numbers" are used by the librarians and people searching for books?

misspelled	prehistoric	misreading	preschool
Answers ma	y vary.		
	<del>0 0</del>		



Prefix	Base word	New word
Answers mary vary.	Answers may vary.	Answers may ware
Definition	Sketch	Sentence
Answers may vary.	Answers may vary.	Answers may wary

	E: E:		9.1	Act
	Dictation	n		
	en closely as your teacher says eatly in cursive on the lines below.	ach word a	nd write t	:he
1.	finalist			
2.	cartoonist			
3.	artist			
4.	unexpected			
5.	misdirect			
	te the dictated sentence. Write ne ces between words.	eatly in cur	sive, leavi	ng
6.	The library has books about, cartoonist, and they also had	job skills ve books i	like beir about hi	ıg sti
	·			



# Across

- A <u>novelist</u> is another word for author, which is someone who writes stories and books that are published.
- 2. Emily is a talented musician and is currently a <u>flutist</u> in the high school marching band.
- 3. Mrs. Jensen is not only the librarian, she is also a <u>cartoonis</u>t who enjoys drawing funny comics.

### Down

- 1. The museum in Dallas, Texas, highlights the paintings and sculptures of many famous \_\_\_\_\_artist\_\_\_\_.
- Jake has enjoyed playing in the string section and has just become a <u>violinist</u> in the National Symphony Orchestra.
- 3. My grandmother has toured all the national parks and monuments in the United States. Our family calls her a true \*\*Morist\*\* ...

Choose two of the words, and use them together in a sentence. Remember to write in cursive, leaving spaces between words.

The cartoonist and the novelist worked together to create an illustrated book.

NAME: \_\_\_\_\_\_ 10.1 Activity Page

# **Affix Review**

Use the chart to create your own list of words with each affix. List at least one word for each row. Then take turns quizzing your partner on what each words means.

un-	Answers may vary.
pre-	Answers may vary.
re-	Answers may vary.
dis-	Answers may vary.
mis-	Answers may vary.
-ist	Answers may vary.
–ian	Answers may vary.

Foundational Skills

oundational Skill

# **Use Words with Affixes**

Dear Family Member,

Your student has been learning about several different affixes, a word part, such as a prefix or suffix, that is added to a word to change its meaning or function. The words in the Word Bank come from their Reader, Frankie Figures It Out. Ask your student to explain how some of the words relate to the plot of their Reader. Encourage your student to read newspapers, magazines, or articles at home. Your student can practice reading and using prefixes and suffixes to understand unfamiliar words they encounter in real-world contexts.

	l.	
un-	unhurried, unharmed	
pre-	preoccupied, prepare, prehistoric, preschool	
re-	rebound, recalled, remembered, recounted, recreation	
dis-	disagree, discovered, disrespected, disappear	
mis–	mistake, misread, misspell	
–ist	artist, specialist, tourist, pharmacist, biologist, cartoonist, zoologist	
–ian	musician, custodian, magician, historian, librarian, veterinarian	

Foundational Skills 4

Sample prompts might include:

- What was happening in the story when this word was used?
- In what setting was this word used? Why is the setting important to the story?
- How do Frankie's actions change what happens in the story?
- How would the story be different without the mother?
- What problem does Frankie have in the story? How does she solve her problem?
- What experiences does Frankie have that are similar to your own?

al suffix on th
al suffix on th
g of the word words.
creen for the relax on sand s.
the tropics
- note no topace
eyes, and she after watchinถู
o emotions.

Wc	national identity and unity as a country. ord: <u>national</u>
De	finition:Describing something related to a matio
4. Wo	She ate a fractional piece of the giant cake, leaving most of it untouched for others to enjoy, as she wanted to save room for dinner.
De	finition: Describing something that is part of or a action of
N'	ucuon oj.
5.	Write a sentence using one of the words from above. Write neatly in cursive, leaving spaces between words.  **Consulers many warry.**
_	

DAT	E: 11.2
	Mix and Mingle
a w	ove the Mix and Mingle cards around to create words. Of yord has been created, write it on the lines below. For yord to count, it must be spelled correctly. Write neatly in rsive.
1.	tropical
2.	seasonal
3.	<u>misguided</u>
4.	<u>misinterpret</u>
5.	<u>violinist</u>
	journalist
7.	uneventful ungrateful
_	ungrateful
8.	<u>Italian</u>

10. <u>historian</u>
11. predetermine
12. preapprove
13. <u>reimagine</u>
14. <u>review</u>
15. <u>disregard</u>
16. <u>disorganize</u>
Choose two of the words above, and write a sentence for each. Write neatly in cursive, leaving spaces between words.
17. Answers mary warry.
18. Answers mary varry
Foundational Skills 4

NAME:	10 1	
DATE:	12.1	Activity Page

# **Read and Illustrate Homophones**

Read each sentence. Underline the homophones in the sentence. Draw an illustration that represents the sentence, giving special attention to the homophones.

Sentence		Illustration	
1.	Did you see how the <u>blue</u> whale <u>blew</u> air and spun in a circle like the wheel at a fair?		
2.	I came <u>here</u> to <u>hear</u> the band play jazz music with no fear.		
3.	Did you see the bear eating a <u>pear</u> sitting on a <u>pair</u> of chairs?		
4.	The mighty knight crept out of sight in the dark night.		

5.	Write a sentence using the homophones right and write
	Write neatly in cursive, leaving spaces between words.

For the directions to the park, I forgot to write to make a sharp right at the second light.

NAME:		12.2	Activity Page
	Reader's Response		

Using the homophones in the word bank, write a response to describe a time that you discovered that rules are necessary to keep people safe. Write neatly in cursive, leaving spaces between words when applicable.

here/hear whether/weather allowed/aloud peace/piece

poetry for music class. The teacher wanted to hear the poems and help us put music to them. We wanted some peace to say the poem aloud, so we found an outside table. The nex thing we knew, a teacher was running, waving, and saying, we heard an alarm blasting. The group did not realize we were not allowed to go outside to recite our poetry aloud. learned that day to stay close to the school so that we could get directions for any emergency that may happen.

12.3 DATE:. Reveal the Homophones Dear Family Member, Your student has been practicing working with homophones (words that sound the same but have different spellings and different meanings). Please have your student use the following activity for additional support. Solve the riddle by using the secret code. The answer contains a homophone, and the other part of the homophone pair is in parentheses. Ask your student to explain the different meanings for the two homophones in the pair, and how the riddle is "playing" with the words. Encourage students to create their own riddles or sentences throughout the week using the code. Then, ask students to explain the meaning of each homophone used. B C D E F G H I

1	2	3	4	5	6	7	8	9	10	11	12	13
			_			Т						
14	15	16	17	18	19	20	21	22	23	24	25	26

NAMF-

Activity Book Answer Key

Wh	v cou	ldn't t	the n	ony ta	alk?							
_B			<u>A</u>		S	Е		Ī	Т			
2		3		- 21	- 19			9	<b>-</b> 20			
<u>w</u>	<u>_</u> A	S		A		<u>L</u>	Ī	<u>T</u>	<u>T</u>	<u>L</u>	<u>E</u>	
23	1	19		1		12	9				5	
Ħ	0	<u>R</u>	S	<u>E</u>		( ]	<u> </u>	) <u>A</u>	A <u>R</u>	<u>S</u>	<u>E</u>	)
8	15	18	19	5		8	3 15	5 1	18	19	5	
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NAM DAT		13.1 Activity Page
	Write and Spel	l Homophones
	ad each sentence. Choose th rd Bank to fill in the blank. W	
	Word	Bank
	hair/hare	by/buy
	feet/feat	herd/heard
1.	Sarah walked <u>kry</u> the poschool.	ark on her way home from
2.	Tommy wanted to <u>buy</u> a grocery store.	a shiny red apple from the
3.	The soccer player showed a ball with her <u>feet</u> .	amazing skill while dribbling the
4.	The cows were mooing loud the pasture.	dly as they joined the <u>herd</u> in
5.	Climbing to the top of the tr for the adventurous kids.	reehouse was a daring <u>feat</u>
Foundat	cional Skills 4	59

6.	Emily braided her long, brown <u>hair</u> before heading to the playground.
7.	The children $\underline{\textit{heard}}$ the chirping of birds in the early morning.
8.	The <u>hare</u> had long ears and white spots on its fur.
	te each sentence your teacher dictates, using the correc nophone. Write neatly in cursive, leaving spaces betweer ds.
9.	I need to remember to brush my teeth each da
10.	There was a knot in mry shoelace.

		13.2 Activ
	Reader Resp	onse
sentences about	Frankie Figures It O ank in each sentenc etween words.	ank. Then write two ut using at least one wo e. Write neatly in cursive
	Word Ban	K
knew	close	know
week	hear	allowed
I. <u>Frankie d</u>	id not know the	rules at the pool
1. Frankie di —	id not know the	rules at the pool.
	id not know the	,
		,
		,

NAME:. 14.2 Assessment DATE: **Fluency Assessment Questions** Read each question, and circle the correct answer. What do Dr. Chan's words and actions show the reader about how he feels about animals? A. uninterested (B.) loving C. nervous D. hateful What type of figurative language does the author use in the sentence below to describe the animals in Dr. Chan's office? "He loved all animals from rowdy rabbits to polite parrots." A. hyperbole B. simile (C.) alliteration D. imagery 3. What caused Dr. Chan to go to the forest? (A.) He received a phone call about a rescue. B. He wanted to take a break from work. C. He was lost and ended up in the forest. D. He wanted to play with baby foxes.

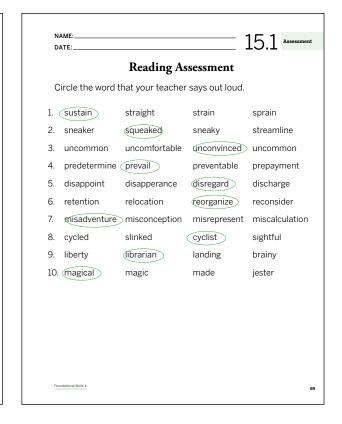
4. What sentence in the text helps you understand the meaning of the word rescue? A. "His office was always filled with happy barks and gentle purrs." B. "Upon reaching the office, Dr. Chan checked all the baby foxes." C. "Dr. Chan carefully helped each baby fox down from the tree." (D.) "Dr. Chan was a veterinarian." 5. What is another name for a baby fox? A. kit B. purr (C.) kitten D. fawn 6. What was Dr. Chan's reason for bringing the foxes back to A. To take photographs of them B. To make sure they were healthy C. To play hide and seek with them (D.) To keep them in a cardboard box

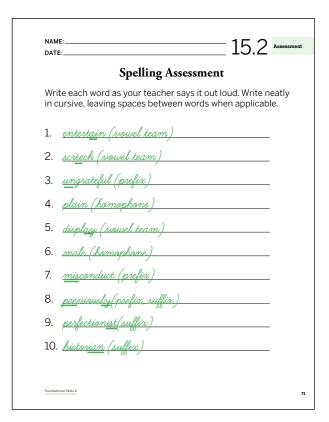
How did the baby foxes behave in Dr. Chan's car?

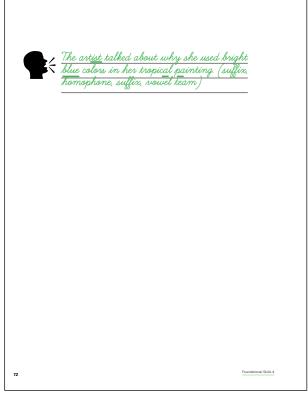
 A. They slept quietly.
 B. They played and made a mess.
 C. They sat still and stared out the window.
 D. They cried loudly.

 Why did Dr. Chan continue to visit the baby foxes in the forest even after they were rescued?

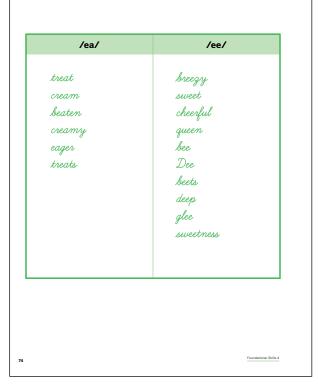
 A. He wanted to take them on walks.
 B. He needed the exercise.
 C. He wanted to play with them.
 D. He wanted to make sure they were safe.

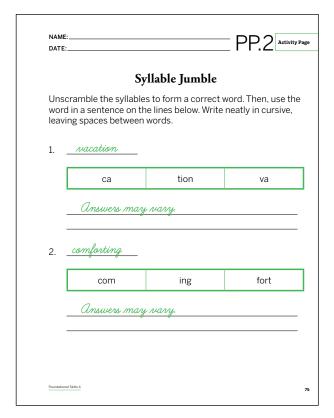


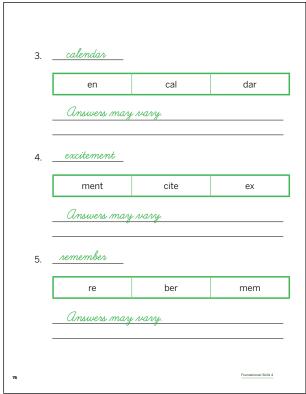




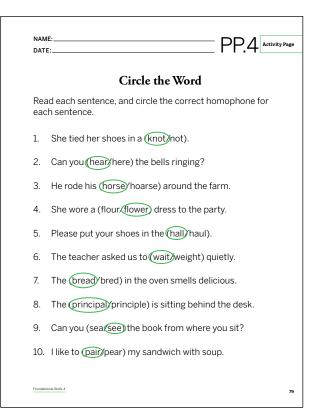








Moon Shot  Choose five words from your Moon Shot Card in cursive on the blanks below.  1. Answers may vary.  2. Answers may vary.  3. Answers may vary.  5. Answers may vary.  Then, choose two additional words from the land use them each in a sentence. Write neathleaving spaces between words.  6. Answers may vary.	. 1 1
in cursive on the blanks below.  1. <u>Answers may vary.</u> 2. <u>Answers may vary.</u> 3. <u>Answers may vary.</u> 4. <u>Answers may vary.</u> 5. <u>Answers may vary.</u> Then, choose two additional words from the land use them each in a sentence. Write neatly leaving spaces between words.	
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5. <u>Answers may vary.</u> Then, choose two additional words from the land use them each in a sentence. Write neatly leaving spaces between words.	
Then, choose two additional words from the I and use them each in a sentence. Write neatly leaving spaces between words.	
and use them each in a sentence. Write neatly leaving spaces between words.	
6. Answers may vary.	
-	
Answers may vary.	



	Write the H	Iomophone
	nd each sentence. Fill in each nophone from the box. Write	blank with the correct
	way	weigh
	peace	piece
	blew	blue
	bear	bare
	flour	flower
	son	sun
1. 2.	The best <u>way</u> to so  It is sometimes nice to go to the <u>peace</u> and quiet	o the library and read books in

4.	The hiker walked through the forest withbare feet.
5.	We need to <u>weigh</u> the apples to buy them.
6.	I ate a yummypiece of chocolate cake.
7.	The wind the leaves off the tree.
8.	The baker usedflour to make bread, cookies, and pies.
9.	We went to the zoo and saw the large reptiles and a small browneating some berries.
10.	Mom planted a
11.	Thesum shines brightly in the sky during the summer months.
12.	The mother, father, andwent to the park to play a game of soccer.
	Foundational Skills 4

Forest Adve	
Totest Adve	entures
With a partner, read the text below sentence at a time.	Each partner will read one
Once upon a time, in a sunny villag animals. There was a wise owl, a pl. Every day, they went on exciting ad they decided to explore the deep for	ayful cat, and a brave dog. ventures together. One day
The animals made their way throug encountered a family of deer grazin watched as the deer gracefully lead meadow.	ng peacefully. The animals
Suddenly, they heard a sound near squirrels playing hide-and-seek am tails twitched. The squirrels giggled	ong the bushes. Their fluffy
The owl hooted with delight. The ca wagged its tail in excitement. Toget journey, eager to explore more in the	her, they continued their
As the animals went deeper into th	e forest, they found a

stream. The water looked shiny in the sun and felt refreshing after a day of exploring. The owl touched it with its claws. The cat tried to catch the shiny spots. The dog played in the water, making it move.

Then, they found a pretty spot with flowers. Butterflies flew around the flowers, visiting each one. The animals looked at the beautiful colors and smelled the nice scents. They danced happily together.

And so, the adventure of the animal team in the forest continued, filled with joy and friendship.

# Appendix A:

# Overview of the Grade 3 Skills Program

# THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as "the simple view of reading." This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, 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 also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

 $R = D \times C$ 

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability (D > 0) and you also have some language comprehension ability (C > 0), you will probably also have some reading comprehension ability (R > 0). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability (D = 0)? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability (C = 0)? It means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability (D > 0) but not language comprehension ability (C = 0). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages (D > 0), but they would have scored a zero on any measure of language comprehension (C = 0). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills (D = 0). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him (C > 0). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the

course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills (D > 0), but you would be lacking language comprehension (C = 0). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

# **HOW THESE IDEAS INFORM THIS PROGRAM**

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children throughout Grades K–3. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–3.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, thus increasing the range of materials they are equipped to understand, first orally and later

via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the "fourth-grade slump," and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in the second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent, while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more

of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English, this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

# TWO MISCONCEPTIONS ABOUT READING AND WRITING

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time, it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

# LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken but not written or read.

Ten thousand years ago, this was the norm rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do

without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves that the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

# LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one-to-one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. To read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare 'B' to 'b,' 'D' to 'd,' 'H' to 'h,' 'R' to 'r,' and 'Q' to 'q.' At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program, we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that many letters in English can be pronounced in different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e,' and realize it controls the pronunciation of the 'a' earlier.

Even without these additions, it is clear that the English writing system is quite complicated.

# THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach

a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

# **KEY ASPECTS OF THE SKILLS STRAND**

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program includes explicit, systematic phonic instruction in which students are taught target skills needed to independently decode and encode words.
- This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of "analytic" phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like -ick and initial clusters like st- are not taught as units but as combinations.
- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences they have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound

correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.

- This program does not require students to write words that go beyond the letter-sound
  correspondences they have been taught. In other words, students are only asked to write words that
  can be spelled (at least plausibly if not always correctly) using the code knowledge they have been
  taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings, preferring to have students learn to read and write with regular words that can be blended and spelled by the letter-sound correspondences taught.
- High-frequency words compiled from a research-based list for Grade 3 are also taught as they appear in the unit Readers. They are revisited frequently to build automaticity and fluency.
- This program avoids letter names because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not "see aay tee."

# THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 3. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the basic code for each of the 44 phonemes. The basic code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, and 'm' > /m/. Basic code spellings may also include digraphs, or two letters to represent a sound, such as ee > /ee/, oy > /oi/, ou > /ow/, sh > /sh/, and th > /th/. Other basic code spellings include separated digraphs, such as 'a\_e' > /ae/, and 'o\_e' > /oe/.

The advanced code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include mm > /m/, ss > /s/, c > /s/, g > /j/, ay > /ae/, and ey > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the basic and advanced code.

Basic and Advanced Code: Consonants							
Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words				
/b/	'b'	bb	<b>b</b> at, e <b>bb</b>				
/ch/	ch	tch, t	<b>ch</b> op, wa <b>tch</b> , fu <b>t</b> ure				
/d/	'd'	dd, ed	ma <b>d</b> , ru <b>dd</b> er, play <b>ed</b>				
/f/	'f'	ff, ph, gh	fox, stuff, phone, rough				
/g/	ʻg'	gg, gu, gh, gue	get, egg, guess, ghost, vague				
/h/	ʻh'	wh	<b>h</b> at, <b>wh</b> o				
/j/	'j'	g, dge, dg, ge, d	jump, giant, judge, judging, barge, education				
/k/	'c,' 'k'	ck, cc, ch	cat, kit, rock, raccoon, school				
/I/	'1'	II .	lip, bell				
/m/	'm'	mm, mn, mb	<b>m</b> at, ha <b>mm</b> er, hy <b>mn</b> , la <b>mb</b>				
/n/	ʻn'	nn, kn, gn	net, runner, knot, gnat				
/ng/	ng	n	thi <b>ng</b> , thi <b>n</b> k				
/p/	ʻp'	рр	<b>p</b> it, pe <b>pp</b> er				
/qu/	qu		quit				
/r/	'r'	rr, wr, rh	red, squirrel, wrong, rhombus				
/s/	's'	ss, c, sc, st, ce, se	sit, dress, city, science, whistle, prince, rinse				
/sh/	sh	ss, s, ch, ssi, si, ti, ci	ship, assure, sure, chef, session, tension, Martian, Grecian				
/t/	't'	tt, ed, bt	top, mitt, walked, doubt				
/th/	th		<b>th</b> in				
/ <u>th</u> /	th	the	them, bathe				
/v/	'V'	ve	<b>v</b> et, val <b>ve</b>				
/w/	'w'	wh	wet, when				
/x/	'X'		ta <b>x</b>				
/y/	'y'		<b>y</b> es				
/z/	ʻz'	ZZ	<b>z</b> ip, bu <b>zz</b>				
/zh/	(none)	ge, j, s	gara <b>ge</b> , <b>J</b> acques, trea <b>s</b> ure				

Basic and Advanced Code: Vowels						
Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words			
/a/	ʻa'		cat			
/ae/	a_e	ʻa, 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/	ʻi'	ʻy,' ui, i_e	sit, g <b>y</b> m, build, give			
/ie/	i_e	'i,' igh, ie, 'y,' y_e, ye, uy	fine, find, high, pie, my, style, bye, guy			
/o/	'o'	ʻa,' wa	h <b>o</b> t, l <b>a</b> va, <b>wa</b> ter			
/oe/	o_e	'o,' oe, ow, oa	rope, no, toe, snow, boat			
/oi/	oi	oy	oil, boy			
/ <u>oo</u> /	00	o_e, 'u,' u_e, ue, ew, 'o,' ou, ui, eu, oe	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe			
/00/	00	ʻu,' 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	ʻu,' ue, ew	cute, pupil, hue, few			
/ə/	ʻa'	'e'	<b>a</b> bout, d <b>e</b> bate			
/ə/+/ /	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. More often than not, you will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest that you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in said are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the ai in said). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

# SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not.

There is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

Tricky Words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

# **CUSTOMIZING AND ADAPTING THE PROGRAM**

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of "a picture of a sound" or a "spelling." Later in the year, you may want to teach the term *digraph*, or you may prefer to refer to the letters in a digraph as a "letter team" or as "buddy letters." There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

# **SMALL-GROUP WORK**

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

# ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a "Pausing Point." If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies

for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an "across grade" approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of remediation can be moved to the appropriate group, while students who are making progress can advance.

# Appendix B:

# Grade 3 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 3.

# UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear (hear/wear), eer, ore, ere (here/there), air, are
- · read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words baobab, desert, drought, encouragement, flooded, neighbors, pirates, solution, and tortoise
- read and spell the high-frequency words *night*, *about*, *tree*, *story*, *thought*, *every*, *began*, *hard*, *important*, *river*, *small*, and *near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

# UNIT 2

- read and spell words that follow a VCV syllable division pattern
- read and spell multisyllabic words with open syllables
- identify the meaning of and use words with the -ed and -ing affixes
- read and spell the Tricky Words engine, curious, dangerous, leopard, camouflage, territorial, favorite, and success
- read and spell the high-frequency words talk, head, eyes, book, being, run, drink, long, much, keep, and going

Appendix B: Scope and Sequence

- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell multisyllabic words with VCe syllables
- read and spell words with suffixes that change the base word by dropping final 'e'
- read and pronounce the Tricky Words building, muscles, blood, soldiers, bacteria, sugar, pressure, tissue, and intestines
- read and spell the high-frequency words grow, better, next, open, food, carry, clean, feet, and while
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- 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 and —al suffixes
- identify, use, spell, and explain the meaning of homophones
- read and spell the Tricky Words adventure, lifeguard, delicious, and library
- read and spell the high-frequency words *always*, *sometimes*, *something*, *idea*, *fall*, *never*, *draw*, *paper*, *last*, and *today*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell multisyllabic words with r-controlled syllables
- read words with the sound-spelling pattern -en
- read and spell VCCCV words using syllable division patterns
- read and spell multisyllabic words with suffixes -ous, -ly, -ive, and -y
- read and spell the Tricky Words carousel, figure, guitar, silhouette, and sorry
- read and spell the high-frequency words hear, saw, close, those, stop, got, might, light, white, and warm
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell contractions with not, is, are, will, and had
- read multisyllabic words with final stable syllables *-ble*, *-dle*, *-gle*, *-sle*, *-zle*, *-ple*, *-cle*, *-kle*, and *-ckle*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify how suffixes change the meaning of words
- read and spell the Tricky Words through, thought, spaghetti, laughed, beautiful, journeys, diamond, suggested, and knowledge
- read and spell the high-frequency words earth, life, high, done, far, mountains, together, often, and under
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell multisyllabic words with diphthongs
- spell homophones
- spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify the meaning of and use words with the *im* (into), *in* (not, non), *pre*-, -*ness*, -*y*, and -*ful* affixes
- identify, use, and explain the meaning of homophones and homographs
- read and spell the Tricky Words accidental, accidents, ancient, breathe, patient, patrolling, technician, temperature, and unusual

- read and spell the high-frequency words real, hurt, begin, both, start, above, once, and example
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- identify, use, spell, and explain the meaning of homophones
- read and spell multisyllabic words with vowel teams ai, ay, oo, ew, ue, and ui
- read and spell abbreviations
- read and spell words with prefixes anti-, in-, and pro-
- read the Tricky Words algae, Australia, culture, marsupial, Melbourne, penguin, sanctuary, and structure
- read and spell the high-frequency words side, country, city, try, sea, took, kind, without, and family
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- · self-select a text and read independently for a sustained period of time

- identify and explain synonyms and antonyms
- read and spell words with affixes im-, non-, and -ful
- identify the meaning of and use words with the im- (into), non- (not), and -ful (full of) affixes

- read and spell multisyllabic words with the sound-spelling patterns for soft 'g' and soft 'c'
- read and spell multisyllabic words with digraphs kn, wr, and mb
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, spell, and explain the meaning of homophones
- identify, use, and explain the meaning of homographs
- alphabetize a series of words to the third letter
- read and spell and spell the Tricky Words *Williamsburg, Virginia, Massachusetts, immediately,* and gone
- read and spell the high-frequency words father, own, open, along, plant, last, only, young, and few
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell multisyllabic words with the sound-spelling patterns eigh and ough
- read multisyllabic words with final stable syllables –ble, –tle, and –gle
- read abbreviations
- read and spell compound words
- read and spell words with affixes im-, in-, pre-, -ness, -y, and -ful
- identify the meaning of and use words with the *im* (into), *in*-(not, non), *pre*-, -*ness*, -*y*, and -*ful* affixes
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms

- read and spell the Tricky Words brilliant, journey, technique, rhythm, language, distinguishing, doubting, conquer, natural, rhythms, annual, and stomach
- read and spell the high-frequency words eight, school, enough, show, watch, song, almost, and list
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

# **Appendix C:**

# Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one syllable 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.,  $sun\cdot set$ ). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g.,  $cat \cdot fish$ ,  $cup \cdot cake$ ,  $pea \cdot nut$ ,  $drive \cdot way$ ). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g.,  $yawn \cdot ing$ ,  $hunt \cdot er$ ,  $bust \cdot ed$ ). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g.  $batt \cdot ed$ ,  $bigg \cdot er$ ,  $bunn \cdot y$ ). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten (nn > /n/, mm > /m/, tt > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as  $batt \cdot ed$  or  $bat \cdot ted$ .) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

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/): <a href="lett.pad">let. pad</a>, <a href="root">root</a>, <a href="mailto:tin.fun">tin.fun</a>, <a href="pic.nic">pic.nic</a>, <a href="mailto:un.til">un.til</a>
- Magic 'E' Syllables (V-C-E)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): <a href="mailto:cake">cake</a>, <a href="mailto:home">home</a>, <a href="mailto:like">like</a>, <a href="mailto:mule">mule</a>, <a href="mailto:Pete">Pete</a>, <a href="mailto:mis-take">mis-take</a>, <a href="mailto:stake">stam-pede</a>
- 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

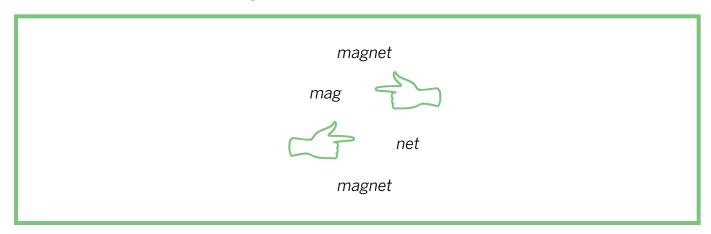
For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /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:

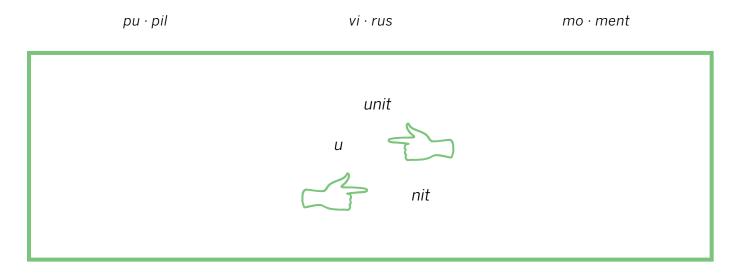
 $tar \cdot get$  for  $\cdot get$  es  $\cdot cape$  ig  $\cdot loo$  scoun  $\cdot drel$  char  $\cdot coal$ 

In Grades 2 and 3, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use

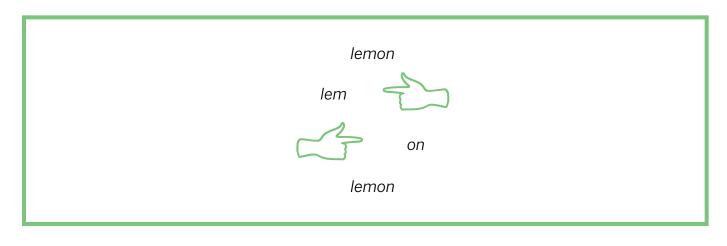
a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. To recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

If the word divides after the consonant, a closed syllable is created:



cam  $\cdot$  el mel  $\cdot$  on pun  $\cdot$  ish

In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is straightforward.

When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words.

 $ban \cdot gle$   $twin \cdot kle$   $sta \cdot ble$   $cra \cdot dle$   $tur \cdot tle$ 

simple
sim
ple
ple
simple

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', al, il, el and tion. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

 $a \cdot bout$   $de \cdot pos \cdot it$   $med \cdot al$   $e \cdot vil$   $nick \cdot el$   $lo \cdot tion$ 

As noted earlier, the Consonant-LE Syllable is a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre·tend non·sense re·peat self·ish sad·ness help·less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Foundationa	l Skills 4	Correlation—Teacher's Guide
	nd sustaining foundational language skills: listening, spea elops oral language through listening, speaking, and discu	
TEKS 3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	p. 5, p. 10, p. 26, p. 31, p. 35, p. 39, p. 44, p. 49, p. 55, p. 60, p. 65, p. 69, p. 74, p. 79, p. 93, p. 97, p. 108, p. 112
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 16, p. 18, p. 35, p. 37, p. 55, p. 57, p. 65, p. 67, p. 74, p. 77, p. 84, p. 87, p. 93, p. 95, p. 97, p. 100, p. 102, p. 108, p. 110
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. 16, p. 20, p. 26, p. 31, p. 35, p. 39, p. 44, p. 49, p. 55, p. 60, p. 65, p. 69, p. 84, p. 89, p. 93, p. 97, p. 100, p. 105, p. 108, p. 112, p. 116, p. 119, p. 123, p. 127
TEKS 3.1.D	work collaboratively with others by following agreed- upon rules, norms, and protocols	p. 26, p. 28, p. 35, p. 37, p. 74, p. 77, p. 84, p. 89, p. 100, p. 102, p. 116, p. 118, p. 123, p. 126
TEKS 3.1.E	develop social communication such as conversing politely in all situations	p. 26, p. 31, p. 123, p. 126
and writing. The	nd sustaining foundational language skills: listening, spea student develops word structure knowledge through pho ommunicate, decode, and spell. The student is expected t	nological awareness, print concepts, phonics, and
(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. 5, p. 8, p. 10 p. 16, p. 18, p. 20, p. 26, p. 28, p. 31, p. 35, p. 37, p. 39, p. 131, p. 134
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations;	
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	
TEKS 3.2.A.v	decoding words using knowledge of prefixes;	p. 44, p. 46, p. 49, p. 55, p. 57, p. 60, p. 65, p. 67, p. 69, p. 74, p. 77, p. 79 p. 123, p. 126, p. 131, p. 134
TEKS 3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	p. 84, p. 87, p. 89, p. 93, p. 97, p. 131, p. 134
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list;	p. 10, p. 16, p. 20, p. 26, p. 31, p. 44, p. 49, p. 55, p. 60, p. 65, p. 69, p. 74, p. 79, p. 84, p. 89, p. 108, p. 112
(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. 5, p. 8, p. 16, p. 18, p. 26, p. 28, p. 35, p. 37, p. 39, p. 131, p. 134
TEKS 3.2.B.ii	spelling homophones;	p. 108, p. 110
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations;	
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound- spelling patterns;	

Foundationa	l Skills 4	Correlation—Teacher's Guide
TEKS 3.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes; and	p. 44, p. 46, p. 49, p. 55, p. 57, p. 65, p. 67, p. 74, p. 77, p. 123, p. 126, p. 131, p. 134
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. 84, p. 87, p. 89, p. 131, p. 134
TEKS 3.2.C	alphabetize a series of words to the third letter; and	
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	p. 5, p. 8, p. 16, p. 18, p. 26, p. 28, p. 35, p. 37, p. 39, p. 44, p. 46, p. 55, p. 57, p. 60, p. 65, p. 67, p. 74, p. 77, p. 84, p. 87, p. 89, p. 93, p. 95, p. 100, p. 102, p. 108, p. 110, p. 116, p. 118, p. 131, p. 134
	nd sustaining foundational language skills: listening, spea wly acquired vocabulary expressively. The student is expec	
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;	p. 5, p. 10, p. 44, p. 49, p. 74, p. 79
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	p. 5, p. 10, p. 16, p. 20, p. 26, p. 31, p. 35, p. 39, p. 44, p. 49, p. 55, p. 60, p. 65, p. 69, p. 74, p. 79, p. 84, p. 89, p. 93, p. 97, p. 108, p. 112, p. 116, p. 119
TEKS 3.3.C	identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-full</i> ; and	p. 44, p. 46, p. 55, p. 57, p. 60, p. 65, p. 67, p. 69, p. 74, p. 77, p. 79, p. 84, p. 87, p. 89, p. 93, p. 95, p. 97, p. 100, p. 102, p. 123, p. 126, p. 131, p. 134
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	p. 108, p. 110, p. 112, p. 116, p. 118, p. 119, p. 131, p. 134
	nd sustaining foundational language skills: listening, spea ade-level text with fluency and comprehension. The stude	
TEKS 3.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	p. 26, p. 31, p. 100, p. 105, p. 123, p. 127
	nd sustaining foundational language skills: listening, spea dent reads grade-appropriate texts independently. The stu	
TEKS 3.5	self-select text and read independently for a sustained period of time.	p. 123, p. 126, p. 131, p. 136
	ion skills: listening, speaking, reading, writing, and thinkin velop and deepen comprehension of increasingly complex	
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	

Foundationa	l Skills 4	Correlation—Teacher's Guide	
	lls: listening, speaking, reading, writing, and thinking using ety of sources that are read, heard, or viewed. The student		
TEKS 3.7.A	describe personal connections to a variety of sources including self-selected texts		
TEKS 3.7.B	write a response to a literary or informational text that demonstrates an understanding of a text		
TEKS 3.7.C	use text evidence to support an appropriate response		
TEKS 3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order		
TEKS 3.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		
TEKS 3.7.F	respond using newly acquired vocabulary as appropriate		
TEKS 3.7.G	discuss specific ideas in the text that are important to the meaning		
recognizes and a	res: listening, speaking, reading, writing, and thinking using analyzes literary elements within and across increasingly one e 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		
and analyzes ger	res: listening, speaking, reading, writing, and thinking using nre-specific characteristics, structures, and purposes with lassical, 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 ch	aracteristics and structures of informational text, including	ng:	
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 ch	(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		

### Foundational Skills 4 Correlation—Teacher's Guide (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: **TEKS 3.10.A** explain the author's purpose and message within a text **TEKS 3.10.B** explain how the use of text structure contributes to the author's purpose **TEKS 3.10.C** explain the author's use of print and graphic features to achieve specific purposes **TEKS 3.10.D** describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes **TEKS 3.10.E** identify the use of literary devices, including first- or third-person point of view **TEKS 3.10.F** discuss how the author's use of language contributes to voice TFKS 3 10 G identify and explain the use of hyperbole (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: TEKS 3.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping (B) develop drafts into a focused, structured, and coherent piece of writing by: TEKS 3.11.B.i organizing with purposeful structure, including an introduction and conclusion TEKS 3.11.B.ii developing an engaging idea with relevant details **TEKS 3.11.C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (D) edit drafts using standard English conventions, including: **TEKS 3.11.D** edit drafts using standard English conventions TEKS 3.11.D.i complete simple and compound sentences with subject-verb agreement TEKS 3.11.D.ii past, present, and future verb tense TEKS 3.11.D.iii singular, plural, common, and proper nouns TEKS 3.11.D.iv adjectives, including their comparative and superlative forms TFKS 3 11 D v adverbs that convey time and adverbs that convey 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, p. 162 predicates, and sentences

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TEKS 3.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places		
TEKS 3.11.D.x	punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series		
TEKS 3.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words		
TEKS 3.11.E	publish written work for appropriate audiences		
	(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 3.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft		
TEKS 3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft		
TEKS 3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft		
TEKS 3.12.D	compose correspondence such as thank you notes or letters		
	(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 3.13.A	generate questions on a topic for formal and informal inquiry		
TEKS 3.13.B	develop and follow a research plan with adult assistance		
TEKS 3.13.C	identify and gather relevant information from a variety of sources		
TEKS 3.13.D	identify primary and secondary sources		
TEKS 3.13.E	demonstrate understanding of information gathered		
TEKS 3.13.F	recognize the difference between paraphrasing and plagiarism when using source materials		
TEKS 3.13.G	create a works cited page		
TEKS 3.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

### Foundational Skills 4

# 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;	p. 77
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources;	p. 33, p. 106
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. 77, p. 87, p. 119
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. 10, p. 38, p. 47, p. 59, p. 96, p. 103
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. 68, p. 110

(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. 19, p. 47, p. 59, p. 106
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	p. 19
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	p. 68
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	

Foundationa	l Skills 4	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. 13, p. 30, p. 40, p. 51, p. 71, p. 81, p. 91, p. 96, p. 113, p. 121, p. 136	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and		
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.		
awareness of dif arts and all cont acquisition in sp curriculum, all ir	(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;	p. 30	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;		
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;		
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	p. 59	
ELPS 3.E	share information in cooperative learning interactions;	p. 10, p. 30, p. 62, p. 68	
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;		

Foundation	al Skills 4	Correlation—Teacher's Guide
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes; and	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	
increasing leven high stage of E foundation and sequenced, and	ricular second language acquisition/reading. The ELL reads a el of comprehension in all content areas. ELLs may be at the English language acquisition in reading. In order for the ELL to d enrichment curriculum, all instruction delivered in English and scaffolded) commensurate with the student's level of Engliese student expectations apply to text read aloud for studer ected to:	beginning, intermediate, advanced, or advanced to meet grade-level learning expectations across the must be linguistically accommodated (communicated, lish language proficiency. For Kindergarten and Grade
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing soundletter relationships and identifying cognates, affixes, roots, and base words;	p. 19
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom;	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;	p. 13, p. 71, p. 98, p. 113
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. 81, p. 121
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	p. 127, p. 136
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;	p. 21, p. 40, p. 91

Foundation	al Skills 4	Correlation—Teacher's Guide
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and	p. 51, p. 62, p. 81
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and gradelevel needs.	
effectively add or advanced hi across foundat (communicate Kindergarten a	cular second language acquisition/writing. The ELL writes i ress a specific purpose and audience in all content areas. El gh stage of English language acquisition in writing. In order ion and enrichment curriculum, all instruction delivered in Id, sequenced, and scaffolded) commensurate with the studind Grade 1, certain of these student expectations do not apginal written text using a standard writing system. The student	LLs may be at the beginning, intermediate, advanced, for the ELL to meet grade-level learning expectations English must be linguistically accommodated ent's level of English language proficiency. For ply until the student has reached the stage of
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	p. 33, p. 81
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with gradelevel expectations as more English is acquired;	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe 's') correctly; and (iii) using negatives and contractions correctly;	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	

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