

GRADE 3 FOUNDATIONAL SKILLS UNIT 5

Teacher Guide

Grade 3

Foundational Skills 5

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 5

Introduction

UNIT OVERVIEW

Unit 5 focuses on r-controlled multisyllabic words, emphasizing the /er/ sound with *er*, *ir*, and *ur* spellings. Students also explore less common /er/ sounds in *or* and *ar* (e.g., *odor*, *cellar*). Understanding these syllables is key to improving reading fluency and comprehension. The unit includes morphology lessons on suffixes such as *-ous*, *-ly*, *-ive*, *-y*, and *-en*, enhancing vocabulary and reading/ spelling skills. Students also learn to identify and segment words with the VCCCV pattern, aiding in the pronunciation and spelling of complex words. This comprehensive approach is designed to boost students' linguistic capabilities effectively.

TRICKY SPELLINGS

As new spellings are introduced, 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." Earlier, in Unit 3, instruction focused on split digraphs or VCe spellings. In Unit 5, students build on this concept by examining how a consonant suffix, especially when attached to a base word that ends in silent e, changes the spelling of the base word.

TRICKY WORDS & HIGH-FREQUENCY WORDS

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

The Tricky Words taught in this unit are:

- Lesson 1 sorry
- Lesson 2 guitar
- Lesson 4 library
- Lesson 10 figure
- Lesson 11 silhouettes
- Lesson 12 carousel

In addition to addressing Tricky Words and tricky spellings, this program emphasizes the reading and spelling of high-frequency words that have been 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 Reader, and instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Reader.

The high-frequency words taught in this unit are:

- Lesson 1 hear. saw
- Lesson 2 those, close
- Lesson 3 stop, got
- · Lesson 5 might
- · Lesson 6 light
- Lesson 7 white
- Lesson 11 warm

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.

READER: ADVENTURES OF MARCUS AND CORY

In the Unit 5 Reader, main characters Marcus and Cory marvel at the everyday sounds around them, such as car beeps and barking dogs, realizing that each sound has a reason and importance. In school, they learn about different musical instruments, leading them to explore various sounds in their town. This exploration continues at a party, where they learn from a musician about the science of sound. Fascinated, they create their own homemade instruments and delve deeper into understanding sound production and how humans perceive sound. Their adventures include attending a concert with protective headphones for ear protection, exploring the outdoors, and learning about light at a science center. They play with flashlights and shadows, visit an amusement park to experience lights and sounds, and even make a color wheel, discovering the beauty and science behind everyday experiences. The story ends with a spectacular fireworks display at the amusement park, symbolizing the boys' illuminated understanding and their strong friendship.

UNIT 5 ASSESSMENT

Formative Assessments and Additional Support

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

Student Performance Assessment

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

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

CURSIVE WRITING

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

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

PAUSING POINT

Pausing Point suggestions for further practice and reinforcement appear at the end of the unit, following the last unit lesson 15. It is strongly recommended that you pause for one or two days at the end of each unit to solidify the skills introduced in it. All students will benefit from an additional opportunity to reread pages from the Readers. It is particularly important to make use of targeted activities if the end-of unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit.

FLUENCY SUPPLEMENT

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

TEACHER RESOURCES

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

- Activity Book Answer Key
- Additional Support Activity Pages
- Anecdotal Reading Record
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 3 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words
- English Language Proficiency Standards Correlation Chart
- Grade 3 Individual Code Chart
- Grade 3 End-of-Year Summary
- Grade 3 Foundational Skills Record
- Grade 3 Fluency Record

- Texas Essential Knowledge and Skills Correlation Chart
- Unit 5 Tricky Word Assessment List
- Unit 5 Tricky Word Assessment (optional)

ADDITIONAL MATERIALS NEEDED IN UNIT 5

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons in Unit 5. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here.

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

- digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the program's online materials. (1)
- dictionaries (2)
- small tokens for playing pieces (6)
- whisper phones or stuffed animals (9)
- markers (9)
- whiteboards (10)
- dry erase markers (10)
- recreational reading options (14)
- stopwatch or timer (14)
- colored pencils (15)

1

REVIEW

R-Controlled Syllables: er, ir, ur

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with r-controlled syllables.

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

Reading

Students will read the first part of Chapter 1 of Adventures of Marcus and Cory and

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

Students will speak coherently about r-controlled syllables with appropriate eye

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

Students will read multisyllabic words with r-controlled syllables.

TEKS 3.1.B; TEKS 3.2.A.ii

Students will identify and read the Tricky Word sorry and high-frequency words

hear and saw. TEKS 3.2.A.vii

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

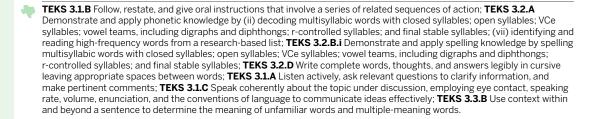
multiple-meaning words. TEKS 3.3.B

FORMATIVE ASSESSMENT

Activity Page 1.1

Reading and Dictation

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



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review r-Controlled Syllables <i>er</i> , <i>ir</i> , and <i>ur</i>	Whole Group	5 min.	 □ Individual Code Chart □ Spelling Cards for /er/> er (her), /er/> or (work), /er/> ur (hurt) □ /er/ Words Chart (TR 1.1) □ /er/ Words Chart (Digital Component 1.1)
Practice with Reading and Dictation	Independent	10 min.	☐ Activity Page 1.1☐ Grade 3 Foundational Skills Record
Reading			
Read Adventures of Marcus and Cory	Small Group	10 min.	□ Adventures of Marcus and Cory (pp. 1–7)□ Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	☐ Activity Page 1.2☐ Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Note to Teacher

The next several lessons explore r-controlled syllables. The first two lessons focus on three common spellings for the /er/ sound: *er, ir,* and *ur*. It would be helpful for students to know that the /er/ sound is spelled with an *er* pattern in about three-fourths of English words with that sound; however, there are other spellings that they will have to learn. Subsequent lessons in this unit will target *or* and *ar* spellings, which can also make the /er/ sound in some words (e.g., *odor, cellar*); however, they will be taught with their more frequent pronunciations as well.

Foundational Skills

 Prepare the /er/ Words Chart on chart paper with an additional fourth column labeled "Odd Ducks."

Digital Component 1.1

• Create an enlarged version of /er/ Words Chart to display, or prepare to display the digital version.

Reading

 Preview the section of the Reader that will be read during this lesson to be familiar with the text students are reading aloud when listening to make notes on Anecdotal Reading Records.

Universal Access

- Challenge students by asking them to think of different multisyllabic words containing *er*, *ir*, and *ur* than the examples provided during Practice with Reading and Dictation. Have them use these words in sentences. Encourage students to think of words with the *ir* and *ur* spelling patterns that make sounds other than /er/, such as *curious or spirit*.
- Prepare a list of er, ir, and ur words such as curious, birthday, squirt, perfect, number, water, different, return, disturb.

• Prepare sentence stems to provide to students:

	·
0	is a r-controlled word.
0	I put the word here because the r-controlled syllable is
0	I chose because the r-controlled syllable is
0	I notice that
0	In this picture, I see
0	Some sounds you may hear are
0	You hear these sound every day because
0	Some important sounds are They are important because

- Prepare a graphic organizer with three columns for sorting er, ir, and ur words.
- Create a bank of sounds that could be heard inside and outside.
- Create a graphic organizer to support students independently writing a response to the prompt, "How do certain sounds make you feel, and why might you like or dislike them?"

Start Lesson

Foundational Skills



Primary Focus

Students will read and spell multisyllabic words with r-controlled syllables.

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

REVIEW R-CONTROLLED SYLLABLES ER, IR, AND UR (5 MIN.)

- Display the Spelling Cards for /er/ > er, ir, and ur and read the examples provided. Students may also refer to their Individual Code Charts.
- Have students turn and talk about r-controlled syllables. In students'
 discussions, they may talk about syllables that have a vowel followed by an 'r'.
 In this type of syllable, the vowel isn't pronounced with its regular long or short sound; the letter 'r' and the /r/ sound control the sound of the vowel. Have students think of r-controlled words and share with their turn and talk partner.
- Remind students that the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds to create unique vowel sounds like /er/.
- Write these words in cursive on the board, and model each letter formation while writing: *follow, follower*. Underline *er*.
- Prompt students to turn and talk: How do we know that er is a vowel sound? (Because when it is added to follow, it adds a syllable to the word.)
- Write these words in cursive on the board, and ask students to read them in unison, clapping the syllables: *perfect, interrupt,* and *number.*
- Ask students to listen and look for the /er/ syllable in each of the words and identify which syllable contains that sound.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; 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

Support students who have speech difficulties producing vocalic /r/ by differentiating between words with r-controlled syllables versus minimal pairs with vowels (e.g., hurt vs. hut, burn vs. bun).



Foundational Skills

Foundational Literacy Skills

Beginning

Demonstrate the pronunciation of r-controlled syllable words. Ask students to provide an r-controlled word. Provide a sentence frame: "___ is a r-controlled word."

Intermediate

In pairs, have students sort a list of *er*, *ir*, *ur* words into a graphic organizer with three columns. Have students discuss their choices. Provide a sentence frame: "I put the word __ here because the r-controlled syllable is __."

Advanced/Advanced High

Ask students to write sentences that include words with the r-controlled syllables er, ir, ur and then have them read these sentences aloud to a partner and share what r-controlled word they chose. Provide a sentence frame: "I chose _____ because the r-controlled syllable is __."

ELPS 2.A; ELPS 2.B; ELPS 1.E

Activity Page 1.1



- Display the /er/ Words Chart (TR 1.1 or Digital Component 1.1).
- Explain that /er/ is most often spelled with er but can also be spelled with other letter combinations.
- Tell students they will practice three spellings for the /er/ sound: *er*, *ir*, and *ur*. Explain that there is no rule for which spelling pattern is used but remind students that *er* is the most common spelling. Explain that the /er/ sound can be spelled by any of these letter combinations.
- Review and read the words in each column aloud. Ask where the /er/ syllable is in each word, and underline it.
- Ask students to share additional words that contain the /er/ sound and add them to the appropriate column.
- To acknowledge students who correctly provide a word with the /er/ sound but with a spelling other than *er*, *ir*, and *ur*, list their words in the Odd Ducks column. Do not create and list words in the Odd Ducks column unless students happen to suggest these words, such as *dollar*, *odor*, *polar*, *sailor*, etc.

PRACTICE WITH READING AND DICTATION' (10 MIN.)

- Have students open to Activity Page 1.1. and follow the instructions.
- Explain that in the first part, students will be reading words and sentences and underlining the letters that form the /er/ sounds.
- Ask students to point to the first word: softer.
- Ask them to identify which syllable is r-controlled and which letters are in the r-controlled vowels in this word. Have students underline the letters *er*.
- Use sound-by-sound blending to decode softer: /s/o/f/t/er/.
- Review that the /er/ sound in this word is formed by the letters er.
- Direct students to independently read the remaining words, underline the letters that form the /er/ sound, and then do the same with the two sentences.
- Focus students on the table below the sentences. Explain that they will listen
 as you say each word once, listen again, and then write the word. Direct
 students to complete responses neatly in cursive.
- For the first group of words, in the left column, explain that the /er/ sound is made by the *er* spelling pattern: *remember, understanding*.
- For the second group of words, in the middle column, explain that the /er/ sound is made by the *ir* spelling pattern: *squirrel*, *birthday*.

- For the third group of words, in the left column, explain that the /er/ sound is made by the *ur* spelling pattern: *surprise*, *disturbed*.
- Direct students to write two sentences using the *er*, *ir*, and *ur* words from the page, using at least two of the words in each sentence. Remind students to write their sentences neatly in cursive.
- Invite students to share their sentences using the *er*, *ir*, or *ur* words with a partner. Circulate the room, and provide immediate and corrective feedback.
 - Prompt students to listen for the /r/ sound in words. Remind students
 that there is no rule for which spelling pattern is used but remind
 students that er is the most common spelling. Explain that the /er/
 sound can be spelled by any of these letter combinations er, ir, or ur.



Activity Page 1.1: Reading and Dictation

Collect Activity Page 1.1 to assess students' ability to correctly identify and apply the various spelling patterns of the sound /er/ in written words and in dictation. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 1: Review R-Controlled Syllables: er, ir, ur

Reading



Primary Focus

Students will read the first part of Chapter 1 of Adventures of Marcus and Cory and will listen actively to answer and discuss questions about the

text. TEKS 3.1.A

Students will speak coherently about r-controlled syllables with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**

Students will follow instruction and read multisyllabic words with r-controlled

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

Students will identify and read the Tricky Word sorry and high-frequency words

hear and saw. TEKS 3.2.A.vii

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

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

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

Reader



Pages 1-7

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that students will begin their new Reader, *Adventures of Marcus and Cory*, starting with page 1 of Chapter 1, "The Importance of Sound in Daily Life."
- Preview the following vocabulary words that students will encounter in this section of the Reader:

rustling

1. v., a quiet crackling sound usually made by leaves or paper Example: Dogs were barking, and leaves were rustling in the breeze.

2. v., when you round up animals in a group

Example: The farmer was rustling up the sheep to bring them back to the barn for the night.

Sayings and Phrases

• **Voices carry** is a phrase that refers to sounds, especially speech, that can travel and be heard from a distance.

Example: In a quiet classroom, they learned that even whispers can be heard far away because voices carry.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "voices carry."
- 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 Importance of Sound in Daily Life"							
Vocabulary Type	Tier 3 Unit-Specific Words						
Core Vocabulary							
Multiple-Meaning Core Vocabulary Words		rustling					
Sayings and Phrases	voices carry						

- Explain that Adventures of Marcus and Cory contains many high-frequency words. Remind students that these are common words, so they will come across them often as they read, in both the Reader and in many different texts. Learning to recognize these words and their spellings will improve their overall reading and writing fluency.
- Display this lesson's high-frequency words: hear and saw.

- Preview the Table of Contents, reading aloud the chapter names or calling on students to read them aloud.
- Ask: Why do you think we might often come across the words *hear* and *saw*, and other forms of these verbs, as we read about these boys and their adventures? (Many of their adventures have to do with experiencing and learning about sound or hearing and sight or vision.)
- Focus on the word *hear*. Underline the common trigraph *ear*, and remind them that they've learned that its pronunciation can be tricky. Remind students that in Unit 1 they learned the high-frequency word *near*, which has this trigraph. The vowel team *ea* in this trigraph can make different sounds: /ee/ as in *ear* or /air/ as in *bear*. The trigraph *ear* can also make the /er/ sound, as in *earth*.
- Ask: Which is the correct vowel sound in *hear*: /ee/, /air/, or /er/? For additional support, display the Spelling Cards for each sound. Confirm that the correct pronunciation is /h//ee//r/.
- Point out that in this Reader, they will also see the high-frequency word hear with the suffix -ing as hearing and with the suffix -d as heard. Display hearing and heard next to hear. Explain that hear, hearing, and heard are all forms of the same verb. Hear and hearing take place in the present; heard is hearing that happened in the past.
- Ask: When we add -ing to hear to make the word hearing, what sound does the trigraph ear make? (/ee/)
- Ask: When we add -d to hear to make the word heard, what sound does the trigraph ear make? (/er/)
- Display the Tricky Word, read it, and use it aloud in a sentence:
 - sorry
- 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: sorry
 - Expected: /s/, /r/, /ee/
- Tricky Spelling: The letter 'o'. is pronounced /o/.
- Direct students to turn and talk: Based on the title, chapter titles, and illustrations, what do you think the Reader might be about? (how light and sound works in everyday life)
- Focus students on the first section of Chapter 1, "The Importance of Sound in Daily Life," on page 1.



Foundational Skills

Foundational Literacy Skills

Beginning

In pairs, have students look at the images in the Reader of Adventures of Marcus and Cory and discuss what they see using the sentence stems: "I notice that..." or "In this picture, I see..." Ask simple questions: What sounds do you hear outside? What sounds do you hear inside?

Intermediate

Have students preview the Reader images in Adventures of Marcus and Cory and create a bank of words. Lead students in a discussion: What are sounds you hear every day? What are important sounds you hear? Provide sentence stems to help students with their answers: "Some sounds you may hear are __. You hear these sound every day because _. Some important sounds are _____. They are important because ____." Encourage students to listen to their peers' responses and add new ideas to the discussion.

Advanced/Advanced High

Have students use a graphic organizer provided by the teacher to independently write responses to "How do certain sounds make you feel, and why might you like or dislike them?"

ELPS 2.A: ELPS 4.F

- Point out that when multiple characters are having a dialogue, a new paragraph starts to indicate that there is a new speaker. When students see a new paragraph while reading dialogue, they can use this cue to change how their voice sounds—like how high or low it is, or how fast or slow they talk—to match what the character is feeling or who they are. This makes the story more interesting and fun for people listening to you read.
- Pair students with intentional reading partners by using past observations and assessments to guide pairings.
- Instruct students to partner read the assigned section of the Reader on page 7.
- Direct reading partners to focus on reading with expression, especially during the dialogue.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words.
 Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** Why does Mrs. Jenkins tell Marcus and Cory to use a softer voice while they were talking? (*They disturbed her; their voices carried; it's a small town.*)
- 2. **Inferential:** What is the most likely reason Marcus and Cory pay such close attention to the sounds around them as they walk to school? (*They have a strong awareness of what is happening around them even if they cannot see things; they hear footsteps, which means someone is around the corner; they hear a dog barking, so there might be a squirrel nearby.)*
- 3. **Evaluative:** Based on the conversations between Marcus and Cory, what do you learn about these boys? (They know that sound impacts people differently, and that voices and sounds have power to make people feel different things.)
 - Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed such as:
 - They used a softer voice because...
 - The most likely reason Marcus and Cory pay such close attention to the sounds on their way to school is because....
 - I learned that the boys...
 - Record notes on the Anecdotal Reading Record about mispronunciations, self-correction, pacing, transposition of words, and expression.

Activity Page 1.2



WRAP UP (5 MIN.)

Have students open to Activity Page 1.2.

- Read the directions to students, and remind them that their response should include words from the word bank.
- Remind students to write neatly in cursive, leaving space between words.
 Offer feedback such as:
 - "Ensure that your letters are properly spaced and don't run into each other."
 - "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
- After finishing the activity, prompt students to turn and talk to share their responses. Remind students to speak coherently about r-controlled syllables by keeping appropriate eye contact, controlling their volume, and speaking at a steady rate.



Activity Page 1.2: Reader Response

Collect and review Activity Page 1.2 to check students' ability to write sentences using r-controlled syllable words 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

Lesson 1: Differentiated Instruction

Additional Support

MORE HELP WITH R-CONTROLLED SYLLABLES

- Return to the Word Bank on Activity Page 1.2, and challenge students to write a story using as many /er/ words as they can. Tell them to be creative and use the chosen words correctly.
- Additional differentiation:
 - Some students may enjoy the added challenge of using all words from the Word Bank in their story.
 - Other students may benefit from working with a partner or even a small group to develop their stories.
- Remind students to write in cursive. Time permitting, invite students to share their stories with partners or as a class. Collect the stories to help evaluate individual language and writing skills.

2

REVIEW

R-Controlled Syllables: er, ir, ur, and Introduce ar

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will follow instructions to collaboratively read and spell multisyllabic words with r-controlled syllables.

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 follow instructions to read multisyllabic words with r-controlled

syllables. TEKS 3.1.B; TEKS 3.1.C; TEKS 3.2.A.ii

Students will speak coherently about the multisyllable words with appropriate eye

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

Students will identify and read the Tricky Word guitar and the high-frequency

words those and close. **TEKS 3.2.A.vii**

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

nd pronunciation. **TEKS 3.3.A**

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

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

FORMATIVE ASSESSMENT

Activity Page 2.1

Wrap Up

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 (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.2.B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.1.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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review <i>er</i> , <i>ir</i> , and <i>ur</i> and Introduce <i>ar</i>	Whole Group	10 min.	☐ Individual Code Chart ☐ Spelling Cards for /er/ > er (her), / er/ > or (work), /er/ > ur (hurt), /er/ > ar (dollar)
Reading			
Read Adventures of Marcus and Cory	Whole Group	10 min.	□ Adventures of Marcus and Cory (pp. 7–13)□ Anecdotal Reading Record
Wrap Up	Independent	10 min.	□ Activity Page 2.1□ Grade 3 Foundational Skills Record□ dictionaries
Take-Home Material			
Practice r-Controlled Syllables			☐ Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Draw a three-column chart on the board, and label each column with *er*, *ir*, and *ur*. Leave room to add a fourth column.
- Prepare the board or chart paper with /er/ words from the Reader: Thursday, birthday, everyone, interesting, turned, water, squirting, surprise, concert, squirrel, turning, corner, disturbed, softer, remember, understanding, and power.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading with intentional pausing. Consider using sticky notes to mark this section.
- · Have dictionaries available for students to use.

Universal Access

- Students might think that every vowel followed by an 'r' creates an r-controlled vowel sound. Provide a list of words where vowels followed by 'r' do not create an r-controlled vowel sound. Highlight these exceptions, and discuss why they do not follow the typical r-controlled vowel pattern.
- Prepare a word bank of r-controlled words. (target, market, solar, concert, corner, dollar, squirrel, surprise, power, turn)
- Prepare sentence stems to provide to students:
 I identified the word _____ during our word hunt, and it means ____.

Marcus felt __. Cory felt __. They both realized that __.

• Prepare to provide a list of the words that students will search for in their Reader: *Marcus, guitar, warm, park, start, started.*

Foundational Skills 5

Lesson 2: Review R-Controlled Syllables:

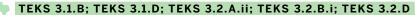
er, ir, and ur and Introduce ar

Foundational Skills



Primary Focus

Students will follow instructions to collaboratively read and spell multisyllabic words with r-controlled syllables.



REVIEW ER, IR, AND UR AND INTRODUCE AR (10 MIN.)

- Tell students that you will continue practicing with the /er/ sound today.
- Point out the three columns on the board titled with the three /er/ spelling patterns. Remind the class of the three common spelling patterns for the /er/ sound introduced in the previous lesson: *er*, *ir*, and *ur*.
- Write these /er/ words on the board or chart paper: Thursday, birthday, and power.
- Remind students that they read these words in *Adventures of Marcus and Cory* in the previous lesson.
- Call on individual students one at a time to read the words and identify
 which column each belongs in, sorting them on the board. Have students
 collaborate in turn and talk partners to discuss if the /er/ words were sorted
 in the correct column. Have students brainstorm more /er/ sound words that
 could be added to the columns.
- Add at least three words to each column. After writing each word, point to it, and have the class say it aloud, clapping each syllable.
 - er: everyone, interesting, water, concert, corner, softer, remember, understanding, power
 - ir: birthday, squirting, squirrel
 - ur: Thursday, turned, surprise, turning, disturbed

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; owel 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

Remind students that words with more than one syllable can have different parts of a word. The word can have prefixes, base words, and suffixes.



Foundational Skills

Foundational Literacy Skills

Beginning

Have students brainstorm a list of words that end in er, ir, and ur and create a word wall. Have students choose a word from the wall, turn to a partner, and use the word in a sentence aloud.

Intermediate

Provide a bank of r-controlled words. Have students write three sentences using the words. Then have students read aloud their sentences to a partner.

Advanced/ Advanced High

Have students go on a word hunt in a text to find words with er. ir. and ur. After they find words, have them say the words aloud, and write a sentence using each word. Have students discuss their choices. Provide the sentence frame: "I identified the word during our word hunt, and it means _____." During the discussion, students should listen to the words their peers found and discuss if they found the same words or different words.

> ELPS 2.A; ELPS 4.A; ELPS 1.E

- Explain that today you will be adding another spelling pattern that sometimes represents the /er/ sound: ar.
- Add a fourth column, and label it ar.
- Write the following words on the board, next to the ar column but not in it, and ask students to read them in unison, clapping the syllables: harmonic, argument, alarming.
- Direct students to look for the *ar* syllable in each of the words and identify which syllable contains the /er/ sound. Circle the *ar* in each word.
- Prompt students to turn and talk: What do you notice about the ar pattern in these words? (The /ar/ sound is spelled with ar.)
- Write the following words on the board in the *ar* column of the Board Sort: *cellular, popular, calendar, cellar.*
- Read the words aloud to the students, emphasizing the syllable with *ar* by elongating it and making it slightly louder.
- Display the Spelling Card for /er/ > ar (dollar).
- Ask students to identify the sound spelled with ar makes in the words (/er/).
- Explain that while *ar* is most often a spelling for the /ar/ sound, it is also a less common spelling for the /er/ sound, as in these words.
- Remind students that they can reference the Individual Code Chart to review the ar sounds.

Foundational Skills 5

Lesson 2: Review R-Controlled Syllables: er, ir, ur and Introduce ar

Reading



Primary Focus

Students will follow instructions to read multisyllabic words with r-controlled syllables. **TEKS 3.1.B; TEKS 3.1.C; TEKS 3.2.A.ii**

Students will speak coherently about the multisyllable words with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**

Students will identify and read the Tricky Word guitar and the high-frequency

words those and close. **TEKS 3.2.A.vii**

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

and pronunciation. TEKS 3.3.A

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

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

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Ask students to retell what they've read so far in *Adventures of Marcus and Cory*, in logical order. Use stems like "First . . . next . . . then . . ."
- Explain that today, students will finish reading Chapter 1 of Adventures of Marcus and Cory, "The Importance of Sound in Daily Life," starting on page 7.
- Preview the following vocabulary words that students will encounter in this section of the Reader:

signaling, v., showing that something is about to happen or begin Example: He waved his hand, signaling us to go up to the front.

tune

1. n., a series of musical notes

Example: I cannot get that tune out of my head!

2. v., to adjust to the correct noise pitch

Example: She likes to tune her guitar every day to make sure it sounds just right.





Pages 7-13

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; owel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.3.A Use print or digital resources to determine meaning, syllabication, and pronunciation; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

disturbed

1. v., to interrupt or bother someone's peace or quiet

Example: The fire alarm went off and disturbed the students taking a test.

2. adj., suffering from mental or emotional problems

Example: I took the test at the back of the room, so I wouldn't be disturbed.

vibration, n., rapid movement back and forth

Example: The vibration of my phone on the table notified me I had a call.

- Conduct a brief discussion about the different words in the chart. The
 multiple meanings of the words tune and disturbed 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 Importance of Sound in Daily Life"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		signaling vibration		
Multiple-Meaning Core Vocabulary Word		tune disturbed		
Sayings and Phrases				

- Explain that students will examine two new high-frequency words. Remind them that these are common words that they will come across often as they read and write.
- Display this lesson's high-frequency words: those and close.
- Ask: What do you notice about these words? (They both begin with two consonants and end with the VCe syllable pattern ose.)
- Focus on the word *those*. Circle the letters *th*. Remind them that they have already learned that 't' and 'h' work together to form the consonant digraph *th* and that they have already explored two high-frequency words with this digraph: *thought* and *something*.

- Explain that there are two types of /th/ sounds: voiced and unvoiced. Several other sounds are voiced and unvoiced as well. Remind students that they have probably learned that when we make sounds, we can either make our vocal cords vibrate (a voiced sound) or keep our vocal cords open and not vibrating (a voiceless sound). An easy way to tell if a sound is voiced is to put two fingers on your voice box, at the top of your throat; you can feel a vibration in your voice box when you make a voiced sound.
- Direct students to put two fingers on their voice boxes and say *those*, feeling the vibration when they make the /th/ sound. Repeat the word three times in unison. The /th/ in *those* is a voiced /th/ sound.
- With fingers still on their voice box, have students say the high-frequency words thought and something to see that the /th/ is an unvoiced sound. Explain that the /th/ in these words is made with the tongue and teeth rather than including the throat.
- Ask: What sound does the 's' make? (/z/)
- Focus on the word *close*. Point out that this word can be pronounced two ways: /c/ /l/ /oe/ /z/, as in "close the door"—the same sounds as in those—and /c/ /l/ /oe/ /s/ as in "I am standing close to you." For additional support, display the Spelling Cards for each sound. Point out that this word is a homograph: two words that are spelled alike have different pronunciations and meanings. With homographs, the context in which the word is used is important to understanding its meaning.
- Have students turn to their turn and talk partner and come up with two sentences using both meanings of close. Call on several students to share their sentences with the class, and ask the class to determine which meaning of close was used in the sentence.
- Explain that in *Adventures of Marcus and Cory*, *close* is used only in its meaning as the distance between two places. Point to the word *close*, and ask: Which sound does the 's' make in this meaning of the word? (/s/)
 - Explain that in this Reader, they will see close with the suffixes -ly
 (closely) and -er (closer). Point out that adding a suffix does not change
 how close is pronounced.
- Display the Tricky Word, read it aloud, and use it in a sentence:
 - guitar
- 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 must be remembered.

Support

Provide a list of the words that students are searching for in their Reader: Marcus, guitar, warm, park, start, started.

> EMERGENT BILINGUAL STUDENTS



Reading

Reading Closely

Beginning

Pair students together, ensuring that each pair consists of a stronger reader and a peer who may need additional support. Encourage the stronger reader to model fluency and pronunciation while providing support and guidance to their partner as needed, as they engage in reciprocal reading sessions.

Intermediate

Have students pause every few paragraphs to summarize what they have read. Provide sentence stems: "Marcus felt __. Cory felt __. They both realized that __."

Advanced/ Advanced High

Instruct students to go back into the story and create two questions about the story. Have students write down their questions and ask a partner to answer their questions.

ELPS 4.G

Tricky Word: guitar

- Expected: /g/, /t/, /ar/

• Tricky Spelling: The letters 'ui' are pronounced /i/.

- Underline the letters *ar* in *guitar*, and say the word again, stretching out the second syllable. Ask students whether they hear these letters make the /er/ sound or the /ar/ sound.
- Focus students on Chapter 1, page 7. Explain that this section uses several sentences with commas.
- Explain that a comma tells the reader to take a tiny breath when reading. Commas are like pause buttons in writing. They help organize ideas and tell the reader when to take a short break.
- Read aloud the last paragraph on page 7. Read it once without pausing for commas, and then read it again, correctly pausing at each comma. Discuss how the pauses affect the meaning and clarity of the sentence.
- Read aloud the first paragraph on page 8. Read it once without pausing for commas, and then read it again, correctly pausing at each comma.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, ending on page 13.
- Direct partners to focus on taking brief pauses at the commas to properly convey the meaning.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words.
 Example prompts include:
 - 1. **Literal:** What were Marcus and Cory eager to learn about in music class that day? (*Marcus and Cory were eager to learn about different instruments and how each made its sound.)*
 - 2. **Inferential:** Why do you think Marcus and Cory felt that the music at the park was a big moment for them? (Answers may vary but could include that Marcus and Cory found the music at the park to be a big moment because it made them feel the impact of sound bringing people together and making them happy.)
 - 3. **Evaluative:** How did the boys' understanding of sounds impact their decision to visit the park regularly on Saturdays? (*The boys' understanding of sounds brought them together with other people in the park, made them happy, and inspired them to visit the park regularly to enjoy the music.)*

• Ensure students draw evidence from the text to support their responses. Have students restate that question in their answers:

Marcus and Cory were eager because _____.

• On page _____, the text states that _____. I think that _____.

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

WRAP UP (10 MIN.)

- Have students open to Activity Page 2.1, and follow along with the instructions.
- Read the directions, and model using the Glossary in the Reader and a dictionary to discover the pronunciation and definition of words in bold or unfamiliar words in the text.
- For Chapter 1, the word in bold is *vibration*. The word being bolded means that it will be in the Glossary, which is located at the end of the reader. The Glossary is in alphabetical order. Look at the first letter of the word *vibration*. Find the letter V in the Glossary. Look under the V for the word *Vibration* which has the pronunciation (vy-BRAY-shun) and means 'a shaking movement or sound.'
- Tell students that while reading they might come across unfamiliar words that they want to know the meaning of. If these words are not bolded, they can use a dictionary to help find the meaning of the word. Use the word *signaling* as an example. Remind students that dictionaries are in alphabetical order. Look at the first letters in signaling. Find the 's' section in the dictionary, and then look at the next letters until you find the word *signaling*. Show the pronunciation and definition to the class.
- Pass out dictionaries, and have students practice finding word tune. Once they find it, have them read the pronunciation and definition to a turn and talk partner. TEKS 3.3.A
 - Release students to complete Activity Page 2.1.
 - Remind students to write neatly in cursive, leaving space between words.
 Circulate and monitor, providing feedback for proper letter formation. Offer feedback such as:

P

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

Activity Page 2.1



- "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."
- "Remember to keep your letters consistently sized. Try making your 'b' a
 bit taller to match the height of your other letters."
- Prompt students to turn and talk to share their responses. Remind students to speak coherently about multisyllable words by keeping appropriate eye contact, controlling their volume, and speaking at a steady rate.



Activity Page 2.1: Wrap Up

Collect Activity Page 2.1 and check students' ability to use r-controlled syllable words in a sentence or sentences to demonstrate comprehension of the text. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Take-Home Material

• Have students take home Activity Page 2.2 for more practice with r-controlled syllables spelled with *er*, *ir*, *ur*, and *ar*.

Activity Page 2.2



Lesson 2: Differentiated Instruction

Additional Support

MORE HELP WITH R-CONTROLLED SYLLABLES

- Write the headings *er*, *ir*, *ur*, and *ar* 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 a word with an r-controlled syllable.
- Explain that the missing words contain one or more of the spellings for /er/ on the board.
- As you read each sentence, pause to have students orally fill in the missing word.
- Once students have answered, write the word on the board/chart paper under the appropriate heading.

 In fall, the farmer will (harvest) the crops.
The dog was (thirsty), so I gave him some water.
 Jack has a pet (turtle) with a really neat pattern on his shell.
。 I forgot my jacket today, but tomorrow I will (remember) it.
$^{\circ}$ My sister played in the mud, and now she is very (dirty).
• Do you want (butter) and jam on your toast?
 It is my brother's birthday, so we are having a big (party) tonight
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 that can be found at the end of the Pause Point. Provide small tokens as playing pieces.
• Explain that in this game of Moon Shot, the words they will be reading all have r-controlled syllables with one of the spellings they have been focusing on: 'er', 'ir', 'ur', 'ar', and 'or'.
Review the game instructions:
 Students take turns drawing word cards.
 If a student reads the word correctly, he or she can draw a Good to Go! card and follow the directions on the card.
 If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.
• The first student to make it to the moon is the winner!

End Lesson

3

REVIEW

R-Controlled Syllable ar

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will follow instructions to collaboratively read and spell multisyllabic words with r-controlled syllables.

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 Chapter 2 of Adventures of Marcus and Cory and will listen

- 🔷 actively to answer and discuss questions about the text. 🗆 TEKS 3.1.A
 - Students will speak coherently about Adventures of Marcus and Cory with
- appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**
- Students will read multisyllabic words with r-controlled syllables. **TEKS 3.2.A.ii**Students will identify and read the high-frequency words *stop* and *got*.
- 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 3.1

Reader Response 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 (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.2.B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.3.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				
Review R-Controlled Syllable <i>ar</i>	Whole Group	10 min.	☐ Individual Code Chart ☐ Spelling Cards for /ar/ > ar (car) and /er/ > ar (dollar)		
Reading					
Read Adventures of Marcus and Cory	Small Group	10 min.	□ Adventures of Marcus and Cory (pp. 14–21)□ Anecdotal Reading Record		
Wrap Up	Independent	10 min.	☐ Activity Page 3.1		
Take-Home Material					
Practice with Special Sound ar			☐ Activity Page 3.2		

ADVANCE PREPARATION

Foundational Skills

• Prepare Spelling Cards for /ar/ > ar (car) and /er/ > ar (dollar).

Reading

• Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading with intentional pausing. Consider using sticky notes to mark this section.

Universal Access

- Students may benefit from a display of an image (e.g., a star) to remind them of the /ar/ sound that ar typically represents along with a different image (e.g., a polar bear) to remind them that ar can represent the /er/ sound in some words.
- Use a variety of analogies to help students understand r-controlled vowels. For example, students can imagine the letter 'r' as a sidekick to the vowel, influencing its sound like a friend might influence your decisions. Alternatively, describe the vowel and the letter 'r' as dance partners: when they're together, they move differently than when they're on their own, changing the sound they make.
- Prepare a word list of ar, er, ir words (gardening, polar, cargo, Thursday, everyone, turn, squirting).
- Prepare a graphic organizer to support students in sorting words according to their r-controlled syllable.
- Prepare sentence stems to provide to students:
 - I found ____, and it means ____.
 - One key detail from the text is ___.
 - What happened in today's reading was ___.
 - 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 ___.
- Prepare lyrics of students' favorite patriotic song, such as "The Star Spangled Banner."
- For additional support with r-controlled syllable *ar*, prepare to pair students up. Give each pair a copy of the Swim to the Finish Game Board and a set of Swim to the Finish Word Cards provided in the Additional Support Activity Page materials section of the Teacher Resources.

Foundational Skills 5

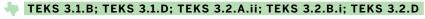
Lesson 3: Review R-Controlled Syllable ar

Foundational Skills



Primary Focus

Students will follow instructions to collaboratively read and spell multisyllabic words with r-controlled syllables.

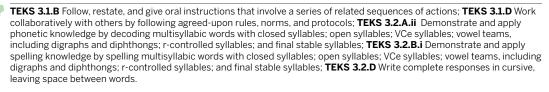


REVIEW R-CONTROLLED SYLLABLE AR (10 MIN.)

- Ask students what they remember about the spelling ar from the previous lesson and to state a word containing the sound/spelling. Use sentence stem: The ar spelling is pronounced____ as in ___. (/ar/ as in car)
- Remind them that *ar* most often represents the /ar/ sound, but it can also represent the /er/ sound. The 'r' controls the sound of the syllable.
- Tell students that you will collaborate as a whole group and continue practicing with the *ar* words today.
- Display the Spelling Card for /ar/ > ar (car).
- Ask students to think of a multisyllabic word containing spelling *ar* as /ar/. Provide think time, then ask for two student volunteers to share the word they were thinking. Write the two words on the board, and ask students to read them in unison, clapping the syllables and emphasizing the *ar* syllable.

Note: If needed, you may provide the words: cargo and gardening.

- Underline the ar in each word.
- Ask: What sound does ar represent in these words? (/ar/)
- Display the Spelling Card for /er/ > ar (dollar). Students will work as a whole group and follow these steps for saying the ar words.
 - 1. Read the word.
 - 2. Clap the syllables, and emphasize the 'ar' syllable.
 - 3. Identify the *ar* in the word, and one volunteer will come up to underline the *ar*.





Foundational Skills

Foundational Literacy Skills

Beginning

Provide a word list of ar, er, ir words, and have students make word cards. Have students sort the words according to their r-controlled syllable. As they sort, have students read the words aloud.

Intermediate

Provide a list of ar, er, ir words. In pairs, have students spell each word aloud, then use each word in a sentence.

Advanced/Advanced High

In a selected text, have students go on a word hunt to locate and write down r-controlled words. Then read the words aloud and discuss word meanings with a partner. Have students take turns reading a word from their list and listening to their partner read a word from their list to make sure they both have a chance to discuss the word meanings. Provide a sentence stem: "I found ___, and it means ___."

ELPS 2.A; ELPS 1.B; ELPS 1.E; ELPS 5.B

- Have students repeat the instructions and then write the word *dollar* on the board.
- Write the following words on the board, and have students read them in unison, clapping the syllables and emphasizing the 'ar' syllable: sugar and calendar.
- Underline the 'ar' in each word.
- Ask: What sound does 'ar' represent in these words? (/er/)
- Direct students to look at both pairs of words, and discuss with an elbow partner about where the 'ar' syllable is in each word. Use the following Sentence Stems to guide their discussion.
 - The words with /ar/ sound, have spelling 'ar' in the _____ syllable.
 (first)
 - The words with /er/ sound, have spelling 'ar' in the _____ syllable.
 (last)
- Point out that when the spelling 'ar' is in the last syllable of a multisyllabic word it represents the /er/ sound, and when it is found elsewhere in a word, it represents the /ar/ sound.

Note: In a single-syllable word, 'ar' represents the /ar/ sound. There may be some exceptions, but this is a general rule. This can help them figure out the way to correctly pronounce a word containing ar.

• Remind students that they can turn to the Individual Code Chart page with the *ar* spelling pattern to remember the corresponding sounds.

Support

Display images that connect to each sound 'ar' represents (star for / ar/ and polar bear for / er/). Consider including audio/kinesthetic cues to match the pictures (wiggle your fingers like a twinkling star while saying /ar/, and create a paw with your hand for polar bear while growling /er/).

Lesson 3: Review R-Controlled Syllable ar

Reading



Primary Focus

Students will read Chapter 2 of Adventures of Marcus and Cory and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader Adventures of Marcus and Cory

- with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**
- Students will read multisyllabic words with r-controlled syllables. **TEKS 3.2.A.ii**Students will identify and read the high-frequency words *stop* and *got*.
- TEKS 3.2.A.vii

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

and pronunciation. TEKS 3.3.A

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

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

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will begin reading Chapter 2 of *Adventures of Marcus and Cory*, "Producing Sound," starting on page 14.
- Have students Think-Pair-Share to paraphrase what happened in Chapter 1, in logical order. Provide sentence frame: "I remember . . . I noticed . . . I wonder . . ."
- Preview the following vocabulary words that students will encounter in this section of the Reader:

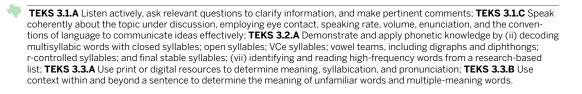
producing, v., creating or making something; like music or sounds or causing something to happen, to come into existence

Example: They are producing a new movie this summer, and it is expected to be a hit!

adventure

1. n., an exciting and different experience

Example: Exploring the mysterious cave was an exciting adventure for the group of friends.







Pages 14-21

2. v., to participate in exciting and hazardous activities

Example: They decided to adventure through the forest, eager to explore its secrets.

spectacular, adj., wonderful, beautiful

Example: The food that the chef cooked us for dinner was spectacular.

Sayings and Phrases

- His eyes shining is a common phrase used to describe someone's eyes
 when they are filling with excitement, enthusiasm, or emotion.
 Example: She talked about her favorite book with such passion, her eyes
 shining with excitement.
- The music stood out is a phrase that means the music was particularly noticeable, exceptional, or memorable.
 Example: The cheerful tune of the piano stood out during the school concert, making everyone tap their feet and smile.
- Conduct a brief discussion about the different words and phrases in the chart, including the phrases "his eyes shining" and "the music stood out." The multiple meanings of the words producing and adventure 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 "Producing Sound"					
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		spectacular			
Multiple-Meaning Core Vocabulary Word		producing adventure			
Sayings and Phrases	his eyes shining the music stood out				

- Explain that students will examine two more high-frequency words. Display this lesson's high-frequency words: *stop* and *got*.
- Ask: What do you notice these words have in common? (*They both have 'o' as the vowel, making the /o/ sound.*) Underline the 'o' in each word.

- Focus on the word *stop*. Circle the *st*, and point out that this is a consonant blend, as in the previous high-frequency word *story*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /s/ /t/ /o/ /p/. For additional support, display the Spelling Cards for each sound.
- Focus on the word *got*. Point out that the 'g' in *got* makes the hard /g/ sound as in *gift*. When 'g' is followed by 'a,' 'o,' or 'u,' it makes the hard 'g' sound.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /g/ /o/ /t/. For additional support, display the Spelling Cards for each sound.
- Focus students on Chapter 2: "Producing Sound" on page 14. Explain that this section uses several sentences with commas.
- Explain that a comma tells the reader to take a tiny breath when reading. Commas are like pause buttons in writing. They help organize ideas and tell the reader when to take a short break.
- Read aloud page 14. Read it once without pausing for commas, and then read it again, correctly pausing at each comma. Discuss how the pauses affect the meaning and clarity of the sentence.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, pages 15–21.
- Direct partners to speak coherently about the Reader and focus on taking brief pauses at the commas to properly convey the meaning.
- Remind students to use the Glossary in the Reader to discover the
 pronunciation and definition of words in bold. Review the definition together,
 and ask students to share their understanding of the word. Call on a few
 students to share their thinking.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words.
 Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** How did Martha explain to Marcus and Cory how to make cool sounds with the guitar? (Martha explained that to make cool sounds, one must know how the guitar strings shake, the guitar's shape, and how to hit the strings to change the sound, along with understanding notes and reading music.)
- 2. **Inferential:** How did Marcus and Cory feel after hearing Martha talk about music at the garden party? (*Marcus and Cory felt inspired and filled with wonder after hearing Martha talk about music at the garden party.)*



Reading

Reading/Viewing Closely

Beginning

After reading today's section of Adventures of Marcus and Cory, prompt students to identify words that relate to music in the reading. Provide a sentence stem: "I found ___."

Intermediate

After reading today's section of *Adventures of Marcus and Cory*, prompt students to retell the story using sentence frames. Provide sentence frames: "One key detail from the text is __." "What happened in today's reading was __."

Advanced High

In pairs, have students orally retell today's reading of Adventures of Marcus and Cory. Have them refer to the text for details. Provide sentence frames: "In this section of the text, the author talks about __." "One key detail in this part of the text is __." "After reading this section, it is clear that __."

ELPS 4.I

Challenge

Draw a connection between the topic of the Reader and the focus skill of the lesson by having students search for r-controlled vowels in the lyrics of their favorite patriotic song, such as "The Star Spangled Banner."

Activity Page 3.1



- 3. **Evaluative:** In what way did Marcus and Cory demonstrate their passion for music and understanding of sound? (*They planned to make musical instruments when they got home and continued smiling even when the music didn't sound right. They continuously tried to improve, showing resilience and dedication in their musical adventure.)*
 - Ensure students draw evidence from the text to support their responses. Provide students sentence frames as needed such as:
 - Martha explained that...
 - Marcus and Cory felt...
 - Marcus and Cory demonstrated their passion for music and understanding of sound by...
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback to support students' accuracy and fluency. Offer feedback such as:
 - "Take your time reading, and sound out the words as you need to."

WRAP UP (10 MIN.)

- Have students open to Activity Page 3.1.
- Instruct students to answer the question, writing neatly in cursive, leaving space between words. Remind students to monitor application of grammar conventions and sentence structure during this writing activity.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback on sentence structure. Remind students to use punctuation and read their writing to a partner nearby when finished. Offer 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 on maintaining consistent slant and angle throughout your writing."



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 3: Review R-Controlled Syllable ar

Take-Home Material

PRACTICE WITH SPECIAL SOUND AR

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

Activity Page 3.2



Lesson 3: Differentiated Instruction

Additional Support

SWIM TO THE FINISH

- Move students into pairs.
- Give each pair a copy of the Swim to the Finish Game Board and a set of Swim to the Finish Word Cards provided in the Additional Support materials section of the Teacher Resources.
- Explain the game:
 - Each student must write his or her name or initials at the top of a column, or swim lane.
 - Place cards face down in a pile. Students take turns drawing a card and reading the word on the card.
 - When students read their words correctly, they should write a checkmark in the next square of their swim lane.
 - The first one to the finish line wins! If both students read all of their words correctly, it will be a tie.
 - Circulate and listen to make sure students are pronouncing words correctly and following the rules.
- Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice.

4

INTRODUCE

R-Controlled Syllable or

PRIMARY FOCUS OF LESSON

Foundational Skills

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

- related sequences of events for reading and spelling *or* words. **TEKS 3.1.B**Students will read and spell multisyllabic words with r-controlled syllables.
- TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D

Reading

Students will read Chapter 3 of Adventures of Marcus and Cory and will listen

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

Students will read multisyllabic words with r-controlled syllables.

TEKS 3.1.D; TEKS 3.2.A.ii

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

and pronunciation. TEKS 3.3.A

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

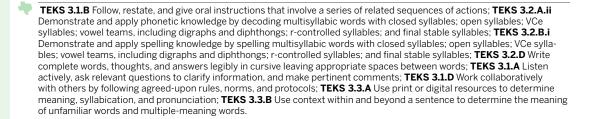
multiple-meaning words. **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 4.1

or Spelling Pattern

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



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce <i>or</i>	Whole Group	5 min.	☐ Individual Code Chart ☐ Spelling Cards for /or/ > or (for) and /er/ > or (work)
Practice with Dictation	Independent	10 min.	☐ Activity Page 4.1
Reading			
Read Adventures of Marcus and Cory	Small Group	10 min.	☐ Adventures of Marcus and Cory (pp. 22–27)
Wrap Up	Independent	5 min.	☐ Activity Page 4.1☐ Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Foundational Skills

- Have Individual Code Charts available for students to look at.
- Prepare Spelling Cards for /or/ > or (for) and /er/ > or (work).

Reading

 Preview the section of the Reader that will be read during this lesson to model decoding Tricky Words and re-reading the entire sentence from the beginning to build fluency and ensure comprehension. Consider using sticky notes to mark this section.

Universal Access

- Prepare an image with the /or/ sound spelled or (e.g., tornado) and an image with the or spelling pattern that makes the /er/ sound (e.g., alligator)
- Preview scientific concepts and vocabulary that may be challenging for students in this lesson, such as "absorbing sound," "forces," and "sound waves."
- Prepare a list of words with r-controlled syllables (alligator, flavor, odor, work, circle, curl, shirt, nurse).
- Provide a visual of a human ear.
- Gather letter tiles for students to manipulate as they practice building words with r-controlled syllables.

0	I can build the word
0	The r-controlled letters in are
0	I see the <i>or</i> pattern in
0	The word with er is
0	I can protect my ears by
0	I wrote this key detail because

• Prepare sentence stems to provide to students:

• For additional support with r-controlled syllable *or*, prepare to move students into pairs. Provide each pair with a paper bag or other container of Journey through Space cards (both the Alien Cards and the Comet Cards) found in the Additional Support Activity Page materials section of the Teacher Resources.

Foundational Skills 5

40

Foundational Skills



Primary Focus

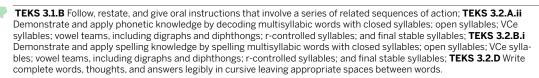
Students will follow, restate, and give oral instructions that involve a series of related sequences of events for reading and spelling or words. **TEKS 3.1.B**

Students will read and spell multisyllabic words with r-controlled syllables.



INTRODUCE OR (5 MIN.)

- Ask: What previous r-controlled spellings have we learned? (er, ir, ur, and ar) How do we pronounce these spellings? (/er/ and /ar/)
- Explain that in this lesson, the class will be discussing another r-controlled syllable, *or*.
- Display the Spelling Card for /or/ > or (for), and ask a student to read it aloud. Students will work as a whole group and follow these steps for saying the or words.
 - 1. Read the word.
 - 2. Clap the syllables, and emphasize the ar syllable.
 - 3. Identify the or in the word, and one volunteer will come up to underline the or.
- Have students repeat the instructions and then look at the board.
- Draw two columns on the board, leaving them unlabeled. Write the following words in the left column, and ask students to read them in unison, clapping the syllables: *orbit* and *according*. Emphasize the syllable with the *or* in it.
- Tell students to look for the or syllable in both words and identify which syllable contains that spelling. Ask volunteers to step to the board and circle or in each word.
- Instruct students to share what they notice about the or pattern in these
 words using the sentence stem: In these words, the or spelling represents the
 sound _____. (/or/)
- Confirm that *or* represents the /or/ sound in these words. Write /or/ at the top of the column.





Foundational Skills

Foundational Literacy Skills

Beginning

Provide a list of words with r-controlled syllables. Have students use letter tiles to build words from the list. Provide sentence frames such as "I can build the word ______" or "The r-controlled letters in _____ are _____."

Intermediate

Provide a list of words with r-controlled syllables. Have students write three sentences featuring words from the list. In pairs, have them read the sentences aloud and use sentence stems like "I see the or pattern in _____" or "The word with er is _____" to discuss their observations.

Advanced/Advanced High

Provide a list of words with r-controlled syllables. In small groups, have students write a short story that incorporates as many of the listed words as possible. Have groups share with the class.

ELPS 4.A; ELPS 1.E

- Display the Spelling Card for /er/ > or (work), and ask a student to read it aloud.
- Write the following words on the board in the right column, and ask students to read them in unison, clapping the syllables: *flavor* and *odor*. Emphasize the syllable with the *or* in it.
- Tell students to look for the *or* syllable in each of the words and identify which syllable contains that spelling. Ask volunteers to step to the board and circle *or* in each word.
- Instruct students to share what they notice about the or pattern in these
 words using the sentence stem: "In these words, the or spelling represents
 the sound..."
- Confirm that *or* represents the /er/ sound in these words. Write /er/ at the top of the column.
- Point out that *or* can represent the /or/ or the /er/ sound. Remind students they have already seen how *ir*, *ur*, and *ar* also represent the /er/ sound.
- Have students generate more multisyllabic words to add to the chart. If students share words with a different spelling for the correct sounds, praise their ability to hear the sound while correcting the spelling misconception.
- Encourage students to refer to the Individual Code Chart to remember the corresponding sounds.

PRACTICE WITH DICTATION (10 MIN.)

- Students will only work on Part 1 for now and will complete Part 2 after they read Chapter 3 of the Reader.
- Have students open to Activity Page 4.1.
- Tell students to listen carefully as you say aloud words from the Reader that contain r-controlled patterns. 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.
- Say each word twice: absorb, armor, forget, important, works, ordered, border.
- 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.

Support

Associate an image with the /or/ sound to help students make the connection between the or spelling pattern and the sound (e.g., tornado). Consider including another image with the or spelling pattern that makes the /er/ sound to help them remember the alternate pronunciation (e.g., alligator).

Activity Page 4.1



- Circulate and observe students' letter formation on Activity Page 4.1. Circulate and monitor students' cursive writing, providing feedback on proper letter formation as needed. Offer feedback such as:
 - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."
 - "Remember to keep your letters consistently sized. Try making your 'b' a bit taller to match the height of your other letters."



Observation: or Spelling Pattern

Observe while students complete Part 1 of Activity Page 4.1 to assess students' ability to spell words with the *or* spelling pattern.

Lesson 4: Introduce R-Controlled Syllable or

Reading



Primary Focus

Students will read Chapter 3 of Adventures of Marcus and Cory and will listen

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

Students will read multisyllabic words with r-controlled syllables.

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

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

and pronunciation. **TEKS 3.3.A**

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

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

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Ask students to turn to an elbow partner to paraphrase what happened in Chapter 2 of *Adventures of Marcus and Cory*, "Producing Sound," in logical order.
- Provide students with these sentence frames to support partner discussion:
 - At the garden party, Marcus and Cory learned about ______ from Martha the guitar player. (how the different parts of her guitar work together to produce beautiful music)
- **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of 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 3.3.A** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- When they went home, they were inspired to _____. (make their own instruments; practice making music)
- Explain that today, students will read Chapter 3 of *Adventures of Marcus and Cory*, "How People Hear," starting on page 22.
- Preview the following vocabulary words that students will encounter in this section of the Reader:

absorb, v., soak up

Example: After I spilled a glass of water on the counter, I used a sponge to absorb it.

border

- **1. n.,** the outer edge or edges of something, separating it from something else Example: The fence marked the boarder between the two yards.
- **2. v.,** to form an edge beside something

Example: She carefully bordered her drawing with colorful markers along the edge to make it stand out.

- Conduct a brief discussion about the different words in the chart. The
 multiple meanings of the word border 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 "How People Hear"					
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		absorb			
Multiple-Meaning Core Vocabulary Word		border			
Sayings and Phrases					

- Focus students on page 22 of the Reader, beginning at "Marcus and Cory. . ."
- Begin reading the first sentence, pause before you get to the word *library*, point it out as a word you are unsure how to pronounce.

- Model decoding and reading the word *library* (Note: This word is a Tricky Word from Unit 4). Rather than continuing from that point, re-read the entire sentence fluently from the beginning.
- Explain to students that they should restart and reread an entire sentence to build fluency and ensure comprehension. Pausing to decode unfamiliar words can disrupt comprehension, so this strategy helps tie the sentence together smoothly.
- Move students into small reading groups of three or four to collaborate about the Reader. Instruct students to take turns reading paragraphs aloud within their small groups, ending at on page 26.
- Remind students to practice the fluency skill taught and use the Glossary in the Reader to discover the pronunciation and definition of words in bold.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words. Write at least two prompts on the board for students to discuss within their groups after they finish reading. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** What did Marcus and Cory learn about how sound waves travel through the air? (*Marcus and Cory learned that forces make sound waves travel through the air and enter a person's ears, making the eardrum vibrate.)*
- 2. **Literal:** What do Marcus and Cory do to protect their ears at the concert? (*They protected their ears by ordering headphones.*)
- 3. **Inferential:** How did Marcus and Cory demonstrate their understanding of the importance of protecting their ears? (*They ordered special headphones to prevent damage from loud noises at the concert and sporting event.*)
- 4. **Evaluative:** Reflecting on the story, why do you think the author included Marcus and Cory's conversation about protecting their ears and using the headphones? (*To emphasize the importance of protecting your ears and the use of headphones in preserving hearing.*)
 - Ensure students draw evidence from the text to support their responses. Provide students with sentence frames as needed such as:
 - Marcus and Cory learned that...
 - Marcus and Cory protected their ears by...
 - The boys demonstrated their understanding by...
 - I think that the author included their conversation because...

Reader



Pages 22-27





Reading

Reading/Viewing Closely

Beginning

Provide an image of a human ear, and ask: What is this? What does it do? Brainstorm words that relate to the ear. Use words from the Reader such as sound, noise, loud.

Intermediate

Pair students, and have them talk about ear protection. How can you protect your ears? Make connections back to the text. Provide the sentence frame: "I can protect my ears by __."

Advanced/ Advanced High

Ask students to write a bulleted list of the key details that have occurred so far in Adventures of Marcus and Cory. Encourage students to revisit the text to find their answers. Have students share and compare with a partner, taking turns listening and describing the key details they wrote down. Provide a sentence frame: "I wrote this key detail ____ because ___."

ELPS 2.A; ELPS 4.G; ELPS 1.E

 While students are reading, circulate the room and make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback by prompting students to look back in the text to support their answers.

Activity Page 4.1



WRAP UP (5 MIN.)

- Direct students to Part 2 of Activity Page 4.1.
- Instruct students to answer the questions about the Reader using words from the Word Bank.
- Circulate and monitor to check for correct letter formation in cursive.
 Circulate and monitor students' cursive writing, providing feedback on proper letter formation as needed. Offer feedback such as:
 - "Focus on connecting your letters smoothly. Work on making the transition from 'h' to 'e' more fluid."
 - "Check that your loops and tails are formed smoothly and connect to the next letter."



Activity Page 4.1: or Spelling Pattern

Collect Activity Page 4.1 to assess students' ability to read and spell words with the or spelling pattern and use them in context to demonstrate 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 4: Differentiated Instruction

Additional Support

MORE HELP WITH R-CONTROLLED SYLLABLES

 Provide students with the or > /or/ or /er/ activity page in the Additional Support pages section. Instruct students to read the chart at the top. Have students read each sentence provided. Instruct students to circle the word with or spelling and determine its pronunciation. If the word is pronounced /or/, students should write it under the /or/ column. If the word is pronounced /er/, students should write it under the /er/ column.

Foundational Skills 5

PLAY JOURNEY THROUGH SPACE

- Have students open to the Journey through Space Activity provided in the Additional Support materials section of the Teacher Resources.
- Move students into pairs.
- Provide each pair with a paper bag or other container of Journey through Space cards (both the Alien Cards and the Comet Cards) found in the Additional Support materials section of the Teacher Resources.
- Review the game instructions:
 - Explain that there are two types of cards in their bag or container: Alien
 Cards and Comet Cards. Each card has a word printed on the other side.
 - To play, Student A draws a card and reads the word on the card aloud to their partner, without showing their partner the card.
 - Student B writes the word on a piece of paper.
 - Student A reveals the card. If Student B spells the word incorrectly, the
 word goes back into the bag or container. If Student B spells the word
 correctly on a card with an alien on the back, he or she can take a card
 from player A. If player B correctly spells a word on a card with a comet
 symbol on the back, he or she gets a second turn.
 - Students switch roles and play continues until all cards have been pulled.
 - When all cards have been pulled or time runs out, students count their cards. The student with the most cards at the end of the game is the winner!
- Direct students to write two sentences using two words from the game.
- Remind students to write words in cursive, leaving space between words.
- Circulate and monitor as students write in cursive, providing feedback for proper letter formation. Offer feedback such as:
 - "Check that your loops and tails are formed smoothly and connect to the next letter."
 - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."
- Differentiate word cards for the Journey through Space game. Below are single-syllable words and more challenging word options.
 - One-syllable words: port, stork, fork, world, worm, form, word
 - Challenging words: straightforward, sportsmanship, transportation, brainstorming, satisfactory, refrigerator, communicator

5

INTRODUCE

Suffix -y

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the meaning of and use words with the -y suffix.

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

Reading

Students will read Chapter 4 of Adventures of Marcus and Cory and will listen

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

Students will collaborate with others to read and discuss the Reader Adventures of

Marcus and Cory. **TEKS 3.1.D**

Students will identify and read the high-frequency word might.

TEKS 3.2.A.vii

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

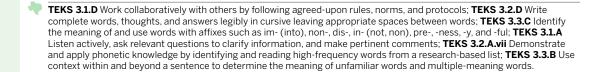
- multiple-meaning words. **TEKS 3.3.B**
- ♦ Students will identify the meaning of and use words with the −y suffix. **TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 5.2

Reader Response

TEKS 3.2.D; TEKS 3.3.C



LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills	Foundational Skills			
Introduce Suffix –y	Whole Group	5 min.	☐ Add Suffix –y (TR 5.1) ☐ Add Suffix –y (Digital Component 5.1)	
Practice with Complete the Story	Small Group	10 min.	☐ Activity Page 5.1	
Reading	Reading			
Read Adventures of Marcus and Cory	Whole Group	10 min.	□ Adventures of Marcus and Cory (pp. 28–33)□ Anecdotal Reading Record	
Wrap Up	Independent	5 min.	☐ Activity Page 5.2☐ Grade 3 Foundational Skills Record	

ADVANCE PREPARATION

Foundational Skills

• Consider creating an enlarged version of Add Suffix –y to display.

Digital Component 5.1

• Make copies of Add Suffix –y TR 5.1 for each student. Add Suffix –y (TR 5.1) can be found in the Teacher Resources section of this Teacher Guide.

Reading

 Preview the section of the Reader that will be read during this lesson to model turn-taking and reading with appropriate pace and expression.
 Consider using sticky notes to mark this section.

Universal Access

- Support students with visual scaffolding during Practice with Suffix –y: Gather and display images to accompany the words in the Word Bank of Activity Page 5.2.
- Prepare a list of words with the suffix –y (messy, itchy, dusty, cloudy, funny, puppy).
- Prepare sentence stems to provide to students:

•	I can spell	like this:
,	It has the s	suffix
,	I found	and it means

• For additional support with suffix –y, prepare to move students into small groups. Prepare to give each group a copy of the Bunny Hop Game Board and a set of word cards provided in the Additional Support Activity Page materials section of the Teacher Resources.

Foundational Skills 5

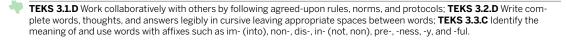
Lesson 5: Introduce Suffix -y Foundational Skills



Primary Focus: Students will identify the meaning of and use words with the −*y* suffix. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.C**

INTRODUCE THE SUFFIX -Y (5 MIN.)

- Explain to the class that they will be learning about affixes over the next few lessons.
- Direct students to turn and talk: What is an affix? (A group of letters that can be added to the beginning or the end of a word to make a new word.)
- Remind students that these small word parts change the meaning of a word. 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. The focus of this lesson is on the meaning and use of the suffix –y.
- Explain that when -y suffix is added after a noun base word, it turns a noun into an adjective.
- Ask students to collaborate with a partner turn and talk: What is a noun? (A person, place, thing, or idea, like a shark, a school, a pencil, or freedom.) What is an adjective? (A word that describes a noun, like awesome, large, red.)
- Display the top of Add Suffix -y. (TR 5.1)
- Point to the word *cloud*, and ask students to read the word aloud. Point to the suffix –y. Point to the new word in the third column: *cloudy*.
- Direct students to read the new word aloud as you run your finger underneath it.
- Ask students to turn and talk: Share a sentence to demonstrate the noun becoming an adjective with the addition of the suffix. (*There are lots of clouds in the sky, so it is a cloudy day.*)
- Repeat with mess, itch, and dust.





Foundational Skills

Foundational Literacy Skills

Beginning

Provide a word bank with words with the suffix -y. In pairs, have students read each word aloud to practice correct pronunciation.

Intermediate

Provide a list of words with the suffix -y. Have students spell words with word tiles. Have them use the words in sentences, and share with a partner. Provide a sentence frame: "I can spell ____ like this: ____. It has the suffix __."

Advanced/Advanced High

In a portion of the Reader, in pairs, have students go on a word hunt to locate —y words. Then read the words aloud and discuss word meanings. Provide a sentence stem: "I found ___ and it means ___."

ELPS 1.B; ELPS 2.A

- Point to fun on Add Suffix -y.
- Explain that if a word ends with a single vowel followed by a consonant, we double the final consonant before adding the suffix.
- Add *funny* to the third column.
- Point out that *fun* ends with the single vowel 'u' and the consonant 'n'. To add -y, the 'n' must be doubled. Demonstrate that without doubling the 'n' the word becomes *funy* and the vowel sound becomes long.
- Ask students to turn and talk: Share a sentence to demonstrate the noun becoming an adjective with the addition of the suffix. (We were having fun, and something funny happened.)
- Repeat with mom and pup.
- Point to *ice* on Add Suffix –y.
- Explain that when words end in silent 'e', you drop the 'e' before adding the suffix –y.
- Add icy to the third column.
- Ask students to turn and talk: Share a sentence to demonstrate the noun becoming an adjective with the addition of the suffix. (*The sidewalk is covered with ice so it is icy.*)
- Repeat this process with bone and smoke.

Activity Page 5.1



Challenge

Invite students to think of other adjectives with the –y suffix that could fit in the story on Activity Page 5.1, and invite them to add to the story using these additional adjectives. Students can also illustrate the story, marking related adjectives ending in –y on their pictures.

PRACTICE WITH COMPLETE THE STORY (10 MIN.)

- Ask students to turn to Activity Page 5.1.
- Direct students to use the rules for adding suffix –y to change the nouns in the chart from nouns into adjectives. They will then use these adjectives to fill in the blanks and complete the story.
- Remind students to write in cursive.



Check for Understanding

Circulate and monitor as students complete Activity Page 5.1 to assess their ability to correctly change nouns to adjectives using the –y suffix and to demonstrate their understanding of word meaning by completing the story with the correct adjectives.

Lesson 5: Introduce Suffix -y

Reading



Primary Focus

Students will read Chapter 4 of Adventures of Marcus and Cory and will listen

- actively to answer and discuss questions about the text. **TEKS 3.1.A**
 - Students will collaborate with others to read and discuss the Reader, Adventures
- of Marcus and Cory. **TEKS 3.1.D**

Students will identify and read the high-frequency word might.

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 the −y suffix. TEKS 3.3.C

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will read Chapter 4 of Adventures of Marcus and Cory, "Sounds Outdoors," starting on page 28.
- Have students Think-Pair-Share to paraphrase what happened in Chapter 3, in logical order. Provide sentence frames:"I remember . . . I noticed . . . I wonder . . . "
- Preview the following vocabulary words that students will encounter in this section of the Reader:

startling, adj., causing one to move suddenly or involuntarily because of something loud, sudden, or unexpected

Example: When the book dropped off the shelf in the library, it made a startling noise.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.2.A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Reader



Pages 28-33

gusts, n., sudden rushes or blasts of wind

Example: The wind blew in strong gusts, making the leaves dance all around us.

- 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. Students can use the thumbs up or thumbs down protocol to share their background knowledge of the word.
- 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 "Sounds Outdoors"					
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		startling gusts			
Multiple-Meaning Core Vocabulary Word					
Sayings and Phrases					

- List on the board the words from this section of the text that end with a -y suffix: cloudy, icy, misty, snowy, dusty, gloomy, dirty, thirsty, noisy, windy, sunny.
- Direct students to sort them into the correct column on Add Suffix –y.
- Focus students on the Chapter 4 title: "Sounds Outdoors."
- Instruct them to Think-Pair-Share: What might you predict this chapter will be about based on the title and the words with –y suffix that will appear? (The chapter will be about the noises that can be heard in nature caused by elements like snow, ice, and wind.)
- Explain that students will examine another high-frequency word. Display this lesson's high-frequency word: *might*.
- Underline the letters *igh*. Remind students that they have learned that this trigraph is a spelling for the long /ie/ sound as in *like*. They have previously learned the high-frequency word *night*.

Foundational Skills 5

- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /m/ /ie/ /t/. For additional support, display the Spelling Cards for each sound.
- Tell students that *might* is a homonym; it is a word that has multiple meanings but is spelled and pronounced the same.
- Display the following sentences. Instruct students to Think-Pair-Share what *might* means in each sentence and its part of speech:
 - I tried with all my might to open the pickle jar, but it remained stuck.
 (strength, noun)
 - The forecast says it might rain tomorrow. (has uncertainty, verb)
- Remind students that readers need to look at the context of the whole sentence to know which meaning of *might* is used in that sentence. In *Adventures of Marcus and Cory*, *might* is used as a verb to show uncertainty. On page 3, for example, Cory guesses when he hears a barking dog that it "might have seen a squirrel."
- Pair students with intentional reading partners.
- Instruct students to work together and partner read Chapter 4, pages 28–33.
- 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 and expression.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words. Write at least two prompts on the board for students to discuss within their groups after they finish reading. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** What sounds did Cory and Marcus hear as they walked through the forest? (*They heard sounds like the crunching of dried leaves under their shoes and the sound of the water in a small stream.*)
- 2. **Evaluative:** How was the boys' appearance affected by the weather? (*They wore jackets because the air felt icy. Their hair was messed up because it was windy.*)
- 3. **Inferential:** Why did Cory and Marcus find it exciting to walk in the gloomy weather? (*The weather caused different sounds like crunching and splashing, which made every step feel like they were in a new world.)*



Reading

Reading/Viewing Closely

Beginning

Discuss weather vocabulary. Ask students what they know. Add some frequently used weather phrases if necessary, including ones from the text (chilly, icy, misty).

Intermediate

Ask students to categorize weather into seasons and describe each season with a partner using words with –y suffix such as windy, snowy, sunny, and rainy. Have students take turns listening to their partner and adding to their description of each season.

Advanced/ Advanced High

Students can answer the questions prompted in class.

ELPS 1.E; ELPS 2.A; ELPS 4.G

- 4. **Evaluative:** How did the unexpected sound of the frog jumping into the stream impact Cory and Marcus? (*It made Cory and Marcus laugh, showing that it added a sense of humor and lightness to their experience.*)
 - Ensure students draw evidence from the text to support their responses.

 Provide sentence stems as needed such as:
 - They heard sounds like....
 - The weather affected their appearances by...
 - They found it exciting to walk in the gloomy weather because...
 - The unexpected sound made Marcus and Cory...
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

WRAP UP (5 MIN.)

- Have students open to Activity Page 5.2. Read aloud the directions. Point out that the Word Bank is populated with words from the Reader containing words that end with suffix –y.
- Instruct students to answer the prompt about the Reader using words from the Word Bank.
- Circulate and monitor students' cursive writing, providing feedback on proper letter formation as needed. Offer feedback such as:
 - "Focus on connecting your letters smoothly. Work on making the transition from 'h' to 'e' more fluid."
 - "Ensure that your letters are properly spaced and don't run into each other."



Activity Page 5.2: Reader Response

Collect Activity Page 5.2 to assess students' ability to read and spell words with the suffix –y as well as their comprehension of the text. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 5.2



Lesson 5: Differentiated Instruction

Additional Support

BUNNY HOP WITH THE SUFFIX -Y

- Provide additional practice with words that contain the suffix –y by playing Bunny Hop using the materials found in the Additional Support Activity Pages of the Unit 5 Teacher Guide.
- Move students into small groups. Give each group a copy of the Bunny Hop Game Board and a set of word cards. Have each student write their name or initials at the top of a column, or bunny path.
- Explain the game: Place cards facedown in a pile. Students take turns drawing a card and reading the word on the card. The student then explains what the word on the card means to their partner. If they explain the word correctly, they should draw an 'X' in the next square of their bunny's path. The player who moves the farthest down the path in the allotted time wins!



INTRODUCE

Suffix -ous

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

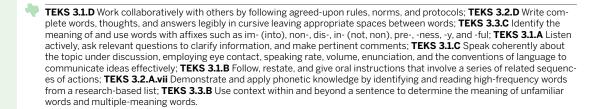
Students will read Chapter 5 of Adventures of Marcus and Cory and will listen

- actively to answer and discuss questions about the text. **TEKS 3.1.A**
 - Students will speak coherently about unfamiliar words and multiple meaning
- words with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**Students will identify the meaning of and use words with the *-ous* affix.
- TEKS 3.1.B; TEKS 3.3.C
- Students will identify and read the high-frequency word *light*. **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 6.1

Cookie Jar Match-Up
TEKS 3.2.D; TEKS 3.3.C



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Suffix –ous	Whole Group	10 min.	☐ Add Suffix –ous (TR 6.1) ☐ Add Suffix –ous (Digital Component 6.1)
Reading			
Read Adventures of Marcus and Cory	Whole Group	10 min.	□ Adventures of Marcus and Cory (pp. 34–38)□ Anecdotal Reading Record
Practice with Cookie Jar Match-Up	Independent	10 min.	☐ Activity Page 6.1 ☐ Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Note to Teacher

This lesson and the following lesson focus on three common suffix rules for adding —ous to a base word that is a noun to create an adjective: adding —ous, changing a final 'y' to an 'i', and dropping a silent 'e'. It is noted that some adjectives end in —ous but do not have a base word (e.g., enormous). It should be noted that there are other rules for the suffix —ous which students will learn in later grades.

Foundational Skills

• Create an enlarged version of Add Suffix –ous to display, or prepare to display the digital version.

Digital Component 6.1

 Make copies of Add Suffix -ous TR 6.1 for each student. Add Suffix -ous (TR 6.1) can be found in the Teacher Resources of this Teacher Guide.

Reading

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

Universal Access

- To help students remember the rules associated with reading and spelling

 ous words, create an anchor chart for display to provide explanations for
 the three rules for the -ous suffix taught in this lesson.
- Prepare visuals to demonstrate the meaning of words with –ous (glamorous, humorous, dangerous, victorious, mysterious).
- Prepare a word bank (courage, courageous, joy, joyous, victory, victorious, fame, famous, nerve, nervous).
- Write courage, courageous, joy, joyous, victory, victorious, fame, famous, nerve, and nervous on index cards.

Prepare sentence stems to provide to students:		
• This picture shows I know this because		
 In the story, the main character is 		

- 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 ___.

The story takes place in ___.

Foundational Skills 5

- Prepare to provide a word bank of nouns and adjectives with -ous.
- Create a two-column chart for students to use to sort words by whether they are a noun or an adjective.
- For additional support with suffix -ous, prepare to pair students up. Prepare to provide each pair with a Moon Shot Game Board, Oh No! Cards, and Good to Go! Cards provided in the Additional Support Activity Page materials section of the Teacher Resources. Prepare to provide each student with a set of Moon Shot Word Cards and small tokens as playing pieces.

Start Lesson

Lesson 6: Introduce Suffix -ous

Foundational Skills



Primary Focus: Students will identify the meaning of and use words with the −ous affix. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.C**

INTRODUCE SUFFIX -OUS (10 MIN.)

- Explain to students that today they will be learning about another suffix's meaning and use: -ous.
- Have students collaborate with a turn and talk partner. Ask: "What is a suffix, and what does it do to a word?" (A suffix is a word part added to the end of a noun that turns it into an adjective.)
- Ask: What suffix did we previously learn that also turns nouns into adjectives? (suffix -y)
- Explain that the suffix –ous means full of something or having a lot of a certain quality.
- Display the top chart of Add Suffix –ous. Distribute copies of TR 6.1 to students and display Digital Component 6.1.
- Write the following words in the first column: danger, joy, glamor, humor.
- Point to the word *danger*, and ask students to read the word aloud. Point to the suffix –ous. Point to the new word in the third column: *dangerous*.
- Ask students to read the new word aloud as you run your finger underneath it.

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.

Support

Create an anchor chart to provide explanations for the three rules for the -ous suffix taught in this lesson.



Foundational Skills

Foundational Literacy Skills

Beginning

Show visuals to demonstrate the meaning of words with –ous (glamorous, humorous, dangerous, victorious, mysterious). Write each word on an index card, and have students match the word to the picture. Have them explain why they matched each word with a picture. Provide a sentence stem: "This picture shows _____. I know this because ___."

Intermediate

Provide a two-column chart, one column for nouns and one for adjectives. Provide a word bank of nouns and adjectives with -ous. In pairs, have students sort the words into the correct column. Have students write 1–2 sentences using the adjectives and nouns in the chart.

Advanced/Advanced High

Have students create their own list of words with –ous, read their lists to a partner and then create 2–3 sentences using those words. Have each partner discuss the meaning of the –ous words in the sentence.

ELPS 1.E; ELPS 2.E; ELPS 4.I

- Ask students to turn and talk: Share a sentence to demonstrate the noun becoming an adjective with the addition of the suffix for the word dangerous.
 (Being near a fire can be very dangerous, yet firefighters face danger every day to help people.)
- Repeat with joy, glamor, and humor.
- Point to and read the next three words: *envy*, *victory*, and *mystery*.
- Prompt students to turn and talk: What do you notice about the spelling or sound of these words? (*They each end with a 'y'*. The 'y' makes the /ee/ sound.)
- Explain that if a word ends in a 'y', and there's a consonant before the 'y', we change the 'y' to an 'i' before adding our suffix –ous. But, if the word ends with a vowel before the 'y', like in joy, we don't change the 'y' to an 'i'. We just add the suffix, like in joyous.
- Demonstrate with *envy*. Point to the 'y', then point to the consonant 'v' that comes before it. This means you change the 'y' to an 'i' before adding *-ous* to make the word *envious*.
- Ask students to turn and talk: Share a sentence to demonstrate the noun becoming an adjective with the addition of the suffix for the word *envy*. (If you are full of envy, then you could be described as envious.)
- Repeat with victory and mystery.
- Show the next three words: *fame, nerve,* and *adventure*. Have students decode the words themselves before saying them aloud.
- Prompt students to turn and talk: What do you notice about the spelling or sounds in these words? (They each end with a silent 'e'.)
- Explain that when words end in silent 'e', you drop the 'e' before adding the suffix -ous. Remind students that this is the same rule as for adding the suffix -y.
- Demonstrate with *fame*. Point to the 'e', then the suffix –ous to make the word *famous*.
- Ask students to turn and talk: Share a sentence to demonstrate the noun becoming an adjective with the addition of the suffix with the word fame. (He didn't want to be famous because he didn't like the attention that fame brought.)
- Show the words *nerve* and *adventure*. Have students decode the words themselves before reading them aloud. Ask students to turn to their elbow partner and add the suffix *-ous* to both words.

- As students work with their partner, circulate and listen to discussions.
 Provide immediate and corrective feedback for reading the words and adding -ous. When students have the two words, call on several students to share.
 Fill in the chart as students share.
- Explain that some words have an -ous ending but do not follow these rules, like cautious for the word caution and enormous, which does not have a clear base word. Students should watch for these types of words as they read because even in these words, the -ous ending holds the same meaning.

Lesson 6: Introduce Suffix -ous

Reading



Primary Focus

- Students will read Chapter 5 of *Adventures of Marcus and Cory* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will speak coherently about unfamiliar words and multiple meaning
- words with appropriate eye contact, volume, and speaking rate. **TEKS 3.1.C**Students will identify the meaning of and use words with the -ous affix.
- TEKS 3.1.B; TEKS 3.3.C
- Students will identify and read the high-frequency word *light*. **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 ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Ask a student volunteer what phenomenon Marcus and Cory have been learning about so far in the Reader (*sound*). Ask two or three students to retell, in logical order, some of the highlights of the story so far.
- Explain that today, students will read Chapter 5 of Adventures of Marcus and Cory, "The Importance of Sound in Daily Life," starting on page 34.
- Preview the following vocabulary words that students will encounter in this section of the Reader:





Pages 34-38

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

melodic, adj., having a pleasant melody; musical

Example: The bird's melodic chirping was a pleasant start to the day.

blue light n., a type of light that produces high energy and is often emitted from electronic devices

Example: The blue light from my phone screen makes it hard to fall asleep at night.

ultraviolet, adj., a type of light that is invisible to the human eye Example: The Sun emits ultraviolet rays.

- Conduct a brief discussion about the different words in the 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 Importance of Sound in Daily Life"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	blue light ultraviolet	melodic		
Multiple-Meaning Core Vocabulary Word				
Sayings and Phrases				

- Explain that students will examine another high-frequency word: light.
- Remind students that they have previously learned the high-frequency words might and night. Ask: What letters in these words represent the /ie/ sound? (igh)
- Tell students that *light* is another high-frequency word that is a homonym; it has multiple meanings but is spelled and pronounced the same.
- Instruct students to Think-Pair-Share with a partner the different meanings and parts of speech for *light*, sharing definitions and sample sentences with the class. Students should identify that *light* can be:
 - a **noun** to mean a natural source of brightness that enhances vision, like the light from the sun, or an object that makes light, like a traffic light or Christmas lights;

- a verb to mean the action of adding a flame or igniting a light source; and
- an adjective to mean not heavy like a light pillow, or something that is fair-colored like light eyes or skin. There are additional meanings and uses as well.
- Remind students that readers need to look at the context of the whole sentence to know which meaning of *light* is used in that sentence. In *Adventures of Marcus and Cory*, light is often used when talking about light and dark, vision, things that create light, and color.
- Tell students that the word *light* appears twenty-one times in today's section of the Reader as Marcus and Cory learn about the importance of light in daily life, and then many more times in future chapters. Many times, light is described with an adjective ending in the *-ous* suffix.
- List on the board the three words from the chapter that end in the -ous suffix: dangerous, glorious, cautious.
- Explain that the base word for *cautious* is *caution*. Remind students that *cautions* is one of those words that doesn't follow any of the *-ous* rules.
- Prompt students to turn and talk: what is the base word of the two first words, dangerous and glorious? (danger, glory)
- Focus the class on the first two sentences on page 34 of the Reader.
- Explain that you will read the sentences aloud, pausing occasionally before a word. 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, using appropriate rate, expression, and pausing for punctuation. Pause at random spots to allow students to read the next word aloud as a class.
- Pair students with intentional reading partners by using past observations and assessments to guide pairings.
- Instruct students to partner read the assigned section of the Reader, pages 34–38.
- Direct reading partners to alternate paragraphs, pausing occasionally without warning. When their partner hears them pause, the partner reads the next word aloud and the first reader continues until the end of the paragraph.
- As you listen to students read, make notes regarding their individual



Reading

Reading/Viewing Closely

Beginning

Have students retell what they have read in Adventures of Marcus and Cory. 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 share what they have learned in *Adventures of Marcus and Cory* about light and light sources. Have students create KWL charts for what they already knew about light, what they learned in the reading, and what they still want to learn. With a partner, have students take turns sharing what they still want to learn and listening to what their partner still wants to learn.

Advanced/ Advanced High

Have students retell today's reading. Encourage students to use new and past vocabulary to help retell the story. 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.A; ELPS 3.D; ELPS 4.I

- reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** What are some examples of how light can be both helpful and dangerous? (*Light can be helpful when the sun helps plants grow. It can be dangerous to stare at the sun and when you get a sunburn.)*
- 2. **Inferential:** Why do Cory and Marcus believe it is important to be cautious with light, even though it can also be pretty? (While it can be very pretty, it can also have harmful effects on the eyes and skin if not managed properly.)
- 3. **Evaluative:** How do Marcus and Cory demonstrate a balance between caution and appreciation for light throughout the text? (*By discussing the importance of protecting their eyes from blue light and UV light, while also appreciating the beauty of light from stars, holiday lights, and natural phenomena like the northern lights and fireflies.)*
 - Ensure students draw evidence from the text to support their responses. Have students restate that question in their answers:
 - · Light can be helpful and dangerous when...
 - They believe it is important to be cautious because...
 - They demonstrate balance between caution and appreciation for light by...
 - Remind students of the three words ending in –ous in this section: dangerous, cautious, glorious. Ask students to turn and talk: Share a sentence with your partner for each of these words.

PRACTICE WITH COOKIE JAR MATCH-UP (10 MIN.)

- Ask students to turn to Activity Page 6.1 and follow along with the instructions.
- Direct students to add the -ous suffix to each word from the Word Bank and write each on the cookie jar that matches the clue. Students can use the Add Suffix -ous chart as a reference. Remind students to write in cursive.
- When students are finished matching the words with the clues, direct them to choose at least two words from the Word Bank, and write a sentence related to the Reader, *Adventures of Marcus and Cory*.
- Remind students to write in cursive, leaving spaces between words.

Challenge

Encourage students to think of alternate words or synonyms that end in -ous that could match the clues provided, or to make up new clues for new cookies with words ending with the suffix.

Activity Page 6.1



- Circulate and monitor as students write in cursive on Activity Page 6.1, providing corrective feedback for proper letter formation. Offer feedback such as:
 - "Focus on maintaining consistent slant and angle throughout your writing."
 - "Check that your loops and tails are formed smoothly and connect to the next letter."
- Invite students to share their sentences with a partner. Remind students to speak coherently about their answers by keeping appropriate eye contact, controlling their volume, and speaking at a steady rate.



Activity Page 6.1: Cookie Jar Match-Up

Collect Activity Page 6.1 to assess students' ability to correctly change nouns to adjectives using the –ous suffix and to correctly match adjectives with clues to their meanings. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 6: Differentiated Instruction

Additional Support

MORE HELP WITH -OUS RULES

Set up a three-column table on a sheet of paper or white board. Guide students to analyze the words and choose the correct column, explaining their thinking. Direct students to write the word in the correct column.

Sorting -ous Words

Add -ous	Change 'y' to 'i' and Add <i>–ous</i>	Drop the Silent 'e' and Add -ous

Word Bank: victory, melody, hazard, glory, nerve, fury

PLAY MOON SHOT

- Move students into pairs. Provide each pair with a Moon Shot Game Board,
 Oh No! Cards, and Good to Go! Cards found in the Additional Support Activity
 Page materials section of the Teacher Resources. 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 the -ous suffix. Review the game instructions:
 - Students take turns drawing word cards. The student then reads the word and explains what the word on the card means to their partner.
 - If a student reads and explains 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 explain 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!

Foundational Skills 5

7

REVIEW

Suffix -ous

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

Students will read Chapter 6 of Adventures of Marcus and Cory and will listen

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

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

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

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

- **TEKS 3.3.C**
- Students will identify and read the high-frequency word white. **TEKS 3.2.A.vii**Students will use print or digital resources to determine meaning, syllabication,
- and pronunciation. **TEKS 3.3.A**

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

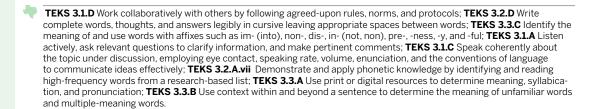
multiple-meaning words. **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 7.1

Reader Response

TEKS 3.2.D; TEKS 3.3.C



LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Review the Suffix –ous	Whole Group	10 min.	☐ Suffix –ous (TR 6.1) ☐ Add Suffix –ous (Digital Component 6.1)		
Reading					
Read Adventures of Marcus and Cory	Whole Group	10 min.	□ Adventures of Marcus and Cory (pp. 40–49)□ Anecdotal Reading Record		
Wrap Up	Independent	10 min.	☐ Activity Page 7.1☐ Grade 3 Foundational Skills Record		

ADVANCE PREPARATION

Foundational Skills

• Gather Add Suffix –ous (TR 6.1), which was first used in Lesson 6.

Digital Component 6.1

• Use the anchor chart from Lesson 6 to display the three rules for the *-ous* suffix taught in the previous lesson.

Reading

- Preview the section of the Reader that will be read during this lesson to identify the high-frequency word white in context and to review sentences to be read for modeling fluency and expression.
- Write out on the board the lines of dialogue from Chapter 6 of *Adventures of Marcus and Cory*, "Colors and Light."
- Consider using sticky notes to mark this section.

Universal Access

- Gather letter tiles for students to manipulate as they practice building words with the suffix -ous.
- Gather note cards for students to use during the charades Challenge activity.
- Prepare a list of –ous words (courageous, spacious, mountainous, continuous, marvelous, humorous).
- Prepare sentence stems to provide to students:

I can build the word
The letters for are
In my sentence, I used
Light and color are connected because
I see light . What about you?

- Prepare a visual of a rainbow.
- Prepare to provide students a list of different expressions they can choose from when reading dialogue from the text (anger, sadness, surprise, joyful, nervous).

Lesson 7: Review Suffix *-ous*

Foundational Skills



Primary Focus: Students will identify the meaning of and use words with the −ous affix. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.C**

REVIEW THE SUFFIX -OUS (10 MIN.)

- Remind students that in the previous lesson, they learned about the meaning and use of the suffix -ous.
- Prompt students to turn to a partner to work together and explain, how the
 –ous suffix changes a word. (The –ous suffix turns a noun into an adjective.
 When we add –ous, it usually means full of whatever the quality is that is
 being described.)
- Write the word *courage* on the board in cursive, modeling proper letter formation. Invite students to write the word in cursive in the air with their index finger.
- Display the bottom chart of Add Suffix -ous (TR 6.1 or Digital Component 6.1). Prompt students to chorally read the three rules for adding the suffix -ous at the bottom of the chart.
- Focus students' attention on the word *courage*. Prompt students to turn to a partner and explain which of the rules for changing a noun to an adjective with the *-ous* suffix we would follow for this word. Confirm that adding *-ous* would be the rule to follow.
- Ask students to chorally spell the word as you write courageous in the Add

 ous column.
- Direct students to Think-Pair-Share: Use courageous in a sentence that tells me what it means. (An astronaut is courageous because they have to be very brave when they go into outer space.)
- Write the words *glory, mountain, space, vary,* and *pore* on the board. Have students decode each word themselves before reading it aloud. Repeat the same process as before with these new words.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide a list of –ous words. Have students use letter tiles to build words from the list. Have them pronounce the words with a partner. Provide sentence frames: "I can build the word ___." "The letters for ____ are

Intermediate

Provide a list of *-ous* words. Have them choose three words and write sentences using those words. In pairs, have them read their sentences. Provide a sentence stem: "In my sentence, I used ___."

Advanced/Advanced High

Provide students with a list of –ous adjectives. In pairs, have them write the noun form of each adjective. Then have students practice saying both forms of the word.

ELPS 1.E; ELPS 4.I; ELPS 5.B



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.

Challenge

Have students think of three words that end with the suffix –ous and write each on a note card. Each word should demonstrate a different rule for adding the suffix –ous. In small groups, have students use the words on the note cards to play charades. When a student correctly guesses the word, they must identify the rule for adding –ous that applies to the word in order to earn a point.

- Have students choose two of the new -ous words to use in a sentence. Have each student create a sentence and share it with their partner. Ask each partner to explain the meaning of the -ous words used in the sentence.
- As students work, circulate and observe. Provide immediate and corrective feedback as needed. It may be necessary to determine whether the difficulty stems from identifying and defining the base word or decoding the word.

Lesson 7: Review Suffix -ous

Reading



Primary Focus

Students will read Chapter 6 of Adventures of Marcus and Cory and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

- actively to answer and discuss questions about the text.
- Students will speak coherently about a topic with appropriate eye contact, volume,
- and speaking rate. **TEKS 3.1.C**
 - Students will identify the meaning of and use words with the -ous affix.
- **TEKS 3.3.C**
- Students will identify and read the high-frequency word white. **TEKS 3.2.A.vii**Students will use print or digital resources to determine meaning, syllabication,
- and pronunciation TEKS 3.3.A
 - Students will use context to determine the meaning of unfamiliar words and
- multiple-meaning words. **TEKS 3.3.B**

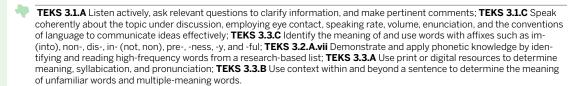
Reader



Pages 40-49

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will read Chapter 6 of *Adventures of Marcus and Cory*, "Colors and Light," starting on page 40.
- Have students Think-Pair-Share to paraphrase what happened in Chapter 5, "The Importance of Light in Everyday Life," in logical order. Provide sentence frame: "First . . . Then . . . Last . . ."
- Preview the following vocabulary words that students will encounter in this section of the Reader:



vibrant, adj., full of energy, brightness, and life

Example: The vibrant colors of the flowers made them stand out along the roadside.

dangerous, adj., having the ability to cause injury or harm Example: The power tools can be helpful for cutting down the tree, but they can be dangerous if not used properly.

prism, n., a solid glass or crystal object that light can pass through Example: As light passed through the prism, a rainbow was reflected on the wall.

gorgeous, adj., brilliant or magnificent

Example: The table looked gorgeous after my mom decorated it for the holidays.

- Conduct a brief discussion about the different words in the chart. Have students engage in the thumbs up and thumbs down protocol to share if they are familiar with the vocabulary terms. Share model sentences using the vocabulary terms. Students can share example sentences using the terms as well.
- 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 "Colors and Light"						
Vocabulary Type Tier 3 Unit-Specific Words Tier 2 General Academic Words Tier 1 Everyday Words						
Core Vocabulary	prism	vibrant dangerous gorgeous				
Multiple-Meaning Core Vocabulary Word						
Sayings and Phrases						

- Explain that students will examine another high-frequency word. Display this lesson's high-frequency word: white.
- Ask students to identify the VCe syllable pattern in white. Remind them that even though the 'i' and the 'e' in white are separated, they work together to stand for the /ie/ sound.



Reading

Reading/Viewing Closely Beginning

Show a visual of a rainbow.

Ask simple questions: Have you ever seen a rainbow?

How many colors are in a rainbow? What are the colors in a rainbow? Prompt students to use *rainbow* in a sentence out loud.

Intermediate

In small groups, have students discuss light and color: How are light and color connected? Make connections back to the text. Provide a sentence frame: "Light and color are connected because __." Encourage students to listen to their peers and build on their ideas.

Advanced/ Advanced High

Have students independently write responses to "Where do you see light?" In pairs, have students share and compare answers. Provide a sentence frame: "I see light ___. What about you?"

ELPS 2.A; ELPS 4.F

Provide a list of different expressions that students can choose from to read the statements. The list can include: anger, sadness, surprised, joyful, nervous.

- Circle the *wh*. Remind students that they have learned that 'w' and 'h' work together to form the consonant digraph *wh*, which has two letters but makes one sound. Remind students of the previous high-frequency word *while*. Like *white*, it begins with the consonant digraph *wh* and includes the VCe syllable pattern making the /ie/ sound.
- Remind students that the last two high-frequency words—*might* and *light*—made the same vowel sound, /ie/, but with the common trigraph *igh*.
- Ask students to turn to an elbow partner and retell in logical order what happened in the previous chapter of Adventures of Marcus and Cory. Provide them with sentence starters if necessary: "First, Marcus and Cory _____.
 After that, they _____. At the end of the chapter, ____." (First, Marcus and Cory went to the science center. While they were there, they learned about the importance of light and of protecting their eyes from dangerous lights.)
- Explain that, in this chapter, there is a good amount of dialogue. Dialogue is generally read with more expression than prose.
- On the board, have the dialogue from this chapter posted (either digitally or written on the board.) Have students practice reading the dialogue aloud and have them focus on their intonation while reading.
- After looking at the dialogue on the board, have students look back in the Reader for this dialogue. Invite students to read each line in different ways and focus on expression. Point out that there is more than one way to infuse expression into the same statement.
 - "Colors have many purposes, right?"
 - "Yeah, like how traffic lights tell us when to be cautious."
 - "Let's try making a rainbow."
 - "It's amazing how light and color are connected."
 - "Colors are like music for the eyes."
 - "Without light, we couldn't see any of this."
- Pair students with intentional reading partners by using past observations and assessments to guide pairings.
- Instruct students to partner read the assigned section of the Reader, pages 40–49.
- Remind students to use the Glossary in the Reader or a dictionary to discover the pronunciation and details about the bolded words.

Foundational Skills 5

- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words.
 Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** According to the text, how is the formation of a rainbow through glass or a prism similar to one that is formed using water? (*Both occur because the light is being broken apart either by the glass or by the water.*)
- 2. **Inferential:** What can you conclude about the connection between light and color? (*Light can be split into various colors. Light allows us to see all the colors around us.*)
- 3. **Evaluative:** Based on the information at the end of the chapter, what do the boys' words and actions reveal about their thoughts and ideas about light and color? (*They consider light and color to be essential parts of their lives.*)
 - Ensure students draw evidence from the text to support their responses. Have students restate that question in their answers:
 - The formation of a rainbow through glass or prism is similar to one formed using water because...
 - I can conclude that...
 - On page, _____, the text states that _____, which shows the reader that Marcus and Cory feel ____ about light and color.
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
 - As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.

WRAP UP (10 MIN.)

- Have students open to Activity Page 7.1. Direct students' attention to the Word Bank. Explain that these words are in the section of the Reader they read in this lesson (*cautious*, *various*, *gorgeous*, *enormous*, *numerous*, *marvelous*, *continuous*, *meticulous*, *humorous*, *rigorous*).
- Direct students to first circle the suffix in each word.
- Instruct students to write two sentences, each with one of the words from the Word Bank. The sentence should relate to the Reader, *Adventures of Marcus and Corv*.

Support

Model using a dictionary for the vocabulary word gorgeous. Remind students that the dictionary is in alphabetical order. Show students how to look at the first letter 'g' and find the words that start with 'g' in the dictionary. Look at the next letter in the word gorgeous 'o'. Continue this until you find the word gorgeous.

Activity Page 7.1



- Remind students to write in cursive, leaving spaces between words.
- Circulate and monitor as students write in cursive on Activity Page 7.1, providing corrective feedback for proper letter formation. Offer feedback such as:
 - "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."
 - "Focus on keeping your letters of uniform size and proportion."



Activity Page 7.1: Reader Response

Collect and review Activity Page 7.1 to assess students' ability to spell words with the –ous suffix and 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 7: Differentiated Instruction

Additional Support

MORE HELP WITH THE SUFFIX -OUS

- Prompt students to participate in a scavenger hunt. Have students look through any print materials in the classroom to find words ending in -ous.
 Then, direct students to sort the words by the rule they follow for adding the suffix -ous.
- Personalize the content of the lesson by identifying and teaching words with the -ous suffix that relate to students' interests and experiences.

Foundational Skills 5

8

INTRODUCE

Suffix —ly

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

Students will read Chapter 7 of Adventures of Marcus and Cory and will listen

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

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

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

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

and pronunciation. TEKS 3.3.A

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

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

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

affix. **TEKS 3.1.C; TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 8.1

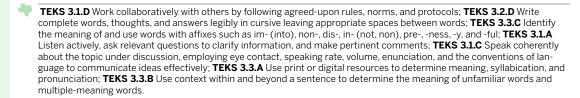
Activity Page 8.2

Complete the Story

TEKS 3.2.D; TEKS 3.3.C

Reader Response

TEKS 3.2.D; TEKS 3.3.C



LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Introduce Suffix –ly	Whole Group	5 min.	☐ Add Suffix − <i>ly</i> (TR 8.1) ☐ Add Suffix − <i>ly</i> (Digital Component 8.1)		
Practice with Complete the Story	Independent	10 min.	☐ Activity Page 8.1☐ Grade 3 Foundational Skills Record		
Reading					
Read Adventures of Marcus and Cory	Whole Group	10 min.	□ Adventures of Marcus and Cory (pp. 50–57)□ Anecdotal Reading Record		
Wrap Up	Independent	5 min.	☐ Activity Page 8.2		

ADVANCE PREPARATION

Foundational Skills

• Create an enlarged version of Add Suffix –*ly* to display or prepare to display the digital version. (TR 8.1)

Digital Component 8.1

• Make copies of Add Suffix –*ly* TR 8.1 for each student. Add Suffix –*ly* (TR 8.1) can be found in the Teacher Resources of this Teacher Guide..

Reading

 Preview the section of the Reader that will be read during this lesson to be familiar with the text students are reading aloud when listening to make notes on Anecdotal Reading Records. Consider using sticky notes to mark this section.

Universal Access

- Prepare a list of words with suffixes (*nightly*, *elderly*, *softly*, *thoughtfully*, *curiously*, *instantly*, *amazingly*).
- Prepare visuals of a science center.

•	Prepare	sentence	stems	to	provide	to	student	s:
---	---------	----------	-------	----	---------	----	---------	----

	I can spell like this: It has the suffix
	I found, and it means
	I would/would not like
,	I think <i>peripherally</i> means because

- Gather letter tiles for students to manipulate as they practice building words with the suffix -ly.
- For additional support with suffix –ly, prepare a list of words that students can sort by whether they are nouns, adjectives, or adverbs (everyone, courageously, rainy, park, perfectly, noisy, messy, famously, sunset).

Foundational Skills



Primary Focus: Students will identify the meaning of and use words with the −*ly* affix. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.C**

INTRODUCE SUFFIX -LY (5 MIN.)

- Remind students that in previous lessons, they reviewed the suffixes –y and –ous, which change a noun into an adjective.
- Explain that, today, they will be learning about another suffix's meaning and use: -ly.
- Direct students to turn and talk: What is the difference between nouns, adjectives, and adverbs? (A noun is a person, place, thing, or idea. An adjective is a word that describes a noun or a pronoun. An adverb is a word that describes a verb, or an action. Adverbs give more information about how something is done.)
- Direct students to Add Suffix –*ly* while you display the digital version. Distribute copies of TR 8.1 to students and display Digital Component 8.1.
- Focus students' attention on the first five words in the first column: *hopeful*, *quiet*, *silent*, *famous*, *sharp*.
- Ask: What part of speech are these words? (Adjectives)
- Explain that when we add –ly to a base word that is an adjective, the word changes into an adverb.
- Point to the word *hopeful*, and ask students to read it aloud. Point to the suffix –ly. Write the new word in the third column: hopefully.
- Ask students to read the new word aloud as you run your finger underneath it.
- Put each word in a sentence to demonstrate the difference between the use of the adjective hopeful and the use of the adverb hopefully: I am hopeful that it will rain. It will hopefully rain today.
- Direct students to Think-Pair-Share: Create your own sentences that demonstrate the difference between the use of the adjective *hopeful* and the use of the adverb *hopefully*.

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.

Support

To help students understand adverbs and how –ly modifies base words, have them act out adverbs such as quickly, slowly, quietly, loudly, etc.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide a list of words with suffixes. Have students make word cards. In pairs, have students spell and read aloud the words to practice correct pronunciation.

Intermediate

Provide a list of words with suffixes. Have students spell words with word tiles. Have them use the words in sentences, and share with a partner. Provide a sentence frame: "I can spell ___ like this: ___. It has the suffix __."

Advanced/Advanced High

In a portion of the Reader, in pairs, have students go on a word hunt to locate and write down –ly words. Then read the words aloud and discuss word meanings. Provide a sentence stem: "I found ___ and it means ___."

ELPS 1.B: ELPS 5.B

Challenge

Ask students to create their own list of -ly words and then use them to create a story for classmates to complete.

- Have students come up and decode by adding a suffix to these words to apply their knowledge of suffixes with *quiet*, *silent*, and *famous*.
- Point to the next four words on Add Suffix –ly: sleepy, easy, lucky, funny.
- Ask: What part of speech are these words? (Adjectives)
- Direct students to Think-Pair-Share: How is the spelling or sound of these words similar? (*They each end with a 'y'. The 'y' makes the /ee/ sound.*)
- Explain that if an adjective ends in a 'y', and there's a consonant before the 'y', we change the 'y' to an 'i' before adding our suffix -ly. Point out that this is the same rule as with adding the suffix -ous to a word ending in 'y'.
- Demonstrate with *sleepy*. Point to the word and ask students to read it aloud. Point to the 'y' and remind students that this changes to an 'i' before adding the suffix -ly. Write the new word in the third column: *sleepily*.
- Ask students to chorally read the new word aloud as you run your finger underneath it.
- Put each word in a sentence to demonstrate the difference between the use of the adjective sleepy and the use of the adverb sleepily: The elephant was sleepy after a long day of walking around the jungle. She sleepily snored in her large mound on the ground.
- Direct students to Think-Pair-Share: Create your own sentences that demonstrate the difference between the use of the adjective sleepy and the use of the adverb *sleepily*.
- Repeat the process with easy, lucky, and funny.
- Point to the next three words on Add Suffix –ly: sister, love, elder.
- Prompt students to turn to a partner and explain what part of speech these words are. (*They are nouns*.)
- Explain that when we add –ly to a base word that is a noun, the word changes into an adjective.
- Point to the word *sister*, and ask students to read the word aloud. Point to the suffix –*ly*. Write the new word in the third column: *sisterly*. Ask students to chorally read the new word aloud as you run your finger underneath it.
- Put each word in a sentence to demonstrate the difference between the use of the noun *sister* and the use of the adjective *sisterly*: *My sister loves to babysit*. She is very sisterly to the kids she watches.

- Direct students to collaborate and create sentences that demonstrate the
 difference between the use of the noun sister and the use of the adjective
 sisterly.
- Repeat this process with love and elder.

PRACTICE WITH COMPLETE THE STORY (10 MIN.)

- Have students open to Activity Page 8.1.
- Direct students to change the nouns in the chart at the top of the page into adverbs or adjectives, using the rules for adding the suffix –ly that were modeled in the lesson. They should then use the new words to fill in the blanks and complete the story. Remind them to write neatly in cursive.
- Direct students to pick one of the words ending in the suffix -ly and write an original sentence for the word. Remind them to write neatly in cursive, leaving space between words.
- Circulate and monitor as students write in cursive on Activity Page 8.1, providing corrective feedback for proper letter formation. Offer feedback such as:
 - "Check that your loops and tails are formed smoothly and connect to the next letter."
 - "Focus on connecting your letters smoothly. Work on making the transition from 'h' to 'e' more fluid."
- When students have finished filling in the blanks and writing their original sentence, review the story and invite students to share their original sentence.



Activity Page 8.1: Complete the Story

Collect Activity Page 8.1 to assess students' ability to correctly change adjectives to adverbs and nouns to adjectives using the *-ly* suffix, and to demonstrate their understanding of word meaning by completing the story and writing sentences with the adverbs and adjectives. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 8.1



Lesson 8: Introduce Suffix -ly Reading



Primary Focus

Students will read Chapter 7 of Adventures of Marcus and Cory and will listen

- actively to answer and discuss questions about the text. **TEKS 3.1.A**
 - Students will speak coherently about a topic with appropriate eye contact, volume,
- and speaking rate. **TEKS 3.1.C**
 - Students will use print or digital resources to determine meaning, syllabication,
- and pronunciation. **TEKS 3.3.A**
 - Students will use context to determine the meaning of unfamiliar words and
- multiple-meaning words. **TEKS 3.3.B**
 - Students will identify the meaning of and use words with the -ly
- affix. TEKS 3.1.C; TEKS 3.3.C

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Prompt students to turn and talk to a partner and retell in logical order what happened in Chapter 6, "Colors and Light," of Adventures of Marcus and Cory. (Marcus and Cory learned how color and light are connected by making a rainbow, visiting an art store and flower garden, and painting in an artist's studio.)
- Explain that today, students will read Chapter 7 of Adventures of Marcus and Cory, "How the Eye Works," starting on page 50.
- Preview the following vocabulary words that students will encounter in this section of the Reader:

reacting, v., changing or behaving in a particular way as a result of or in response to something

Example: The dog was reacting to the loud sound by standing up and barking.

thoughtfully, adv., showing consideration for others

Example: The man thoughtfully gave the cat a pet on the head.



Reader

Pages 50-57

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 3.3.4 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.

pupil

1. n., the small, dark opening in the center of the eye Example: Light passes through the pupil into the eye.

2. n., a student in school

Example: The pupils lined up quietly in the hallway before heading to their next class.

Sayings and Phrases

• Arrived early to beat the crowds is a phrase. It is a common expression used to describe arriving at a destination ahead of schedule in order to avoid large groups of people or long lines.

Example: We arrived early to beat the crowds and secure the best seats for the concert.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "arrived early to beat the crowds." The multiple meanings of the word *pupil* 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 "How the Eye Works"							
Vocabulary Type	Tier 3 Unit-Specific Words	General Academic Fyery					
Core Vocabulary		reacting thoughtfully					
Multiple-Meaning Core Vocabulary Word	pupil						
Sayings and Phrases	arrived early to beat the crowds						

- Explain that in this lesson, students will identify words with the suffix –ly in the text as they read.
- Display the words with the -ly suffix in this chapter: thoughtfully, happily, friendly, eagerly, clearly, softly, attentively, curiously, instantly, quickly, peripherally, directly, tiredly, flawlessly.



Reading

Reading/Viewing Closely

Beginning

Show visuals of a science center. Explain the types of exhibits a science center may have. Ask: Have you ever visited a science center? Does it look fun?
Would you like to go?
Provide a sentence stem: "I would/would not like __."

Intermediate

Show a visual of an eye. In pairs, have students discuss: What does an eye do? What is a pupil? What does a pupil do? Have students take turns listening to their partner's responses, build on their ideas, and make connections back to the text.

Advanced/ Advanced High

In small groups, have students discuss what it means to see *peripherally*. They may use a dictionary to help with their comprehension. Provide a sentence frame: "I think *peripherally* means ______ because _____."

ELPS 4.F; ELPS 1.E

- Ask students to chorally read the displayed words.
- Direct students to Think-Pair-Share: What are the three rules for adding the suffix –ly to a base word? (Add –ly to an adjective to make it an adverb; change 'y' to 'i' and add –ly to make an adjective an adverb; add –ly to a noun to make an adjective.)
- Assign one of the displayed words to each pair of students. Direct them to Think-Pair-Share: What rule was used for adding the suffix -ly to the base word of your assigned word?
- Add –ly to an adjective to make an adverb: thoughtfully, eagerly, clearly, softly, attentively, curiously, instantly, quickly, peripherally, directly, tiredly, flawlessly.
- Change 'y' to 'i', and add -ly to an adjective to make an adverb: happily.
- Add -ly to a noun to make an adjective: friendly.
- Focus the class on page 50 of the Reader. Direct students to raise their hand when you read a word with the suffix –ly. Model fluent reading for three paragraphs on page 50, using appropriate rate, expression, and pausing for punctuation.
- Ask: What words in that paragraph used the suffix –ly? (thoughtfully and happily)
- Focus students' attention on the last sentence in paragraph one on page 50. Direct students to circle the word *thoughtfully*.
- Focus students' attention on the sentence that begins with "Cory agreed happily..." on page 50. Direct students to circle the word *happily*.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, pages 50–57. Direct them to find words with the suffix –ly either while they read or after they read.
- Remind them to use the Glossary in the Reader to discover the pronunciation and details about the bolded words.
- Choose strategic pausing points to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words. Have students listen actively and ask relevant questions to clarify any

Foundational Skills 5

information from the text or prompts. Example prompts include:

- 1. **Literal:** What key details from the text help the Reader understand how the eye works? (*Light enters and passes through a lens; eyes focus automatically to help us see clearly; the pupil reacts to light.)*
- 2. **Inferential:** How did Cory and Marcus' reactions to the demonstration on page 53 show what they learned about glasses and how the eye sees things? (They were able to quickly understand how glasses helped people see and were surprised at how much they could see without looking directly at something.)
- 3. **Evaluative:** How might the boys feel about their eyes at the end of the museum visit? (*The boys will likely feel thankful and amazed by how their eyes work flawlessly to give them amazing vision.*)
- 4. **Inferential:** On page 56, the word peripherally includes the suffix –ly. If the word peripheral refers to things on an edge or boundary, what does the word peripherally mean? What words in the text help you understand the meaning of peripherally? (Peripherally means the ability to see things outside of your direct line of vision. The text says, "People also have an amazing ability to see things beside them without turning their heads.")
 - Ensure students draw evidence from the text to support their responses given the following sentence stems:
 - A few key details from the Reader that help understand how the eye works are....
 - When the boys learn about glasses and how the eye see things, they...
 - At the end of the museum visit, I believe the boys felt___ about their eyes.
 - The word peripherally means... The text says _____, which helped me understand its meaning.
 - 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.
 - Direct students to Think-Pair-Share: How do words with the suffix Iy make the story more engaging? (They provide details about how things are done. They make the story easier to visualize and help the reader understand the story better.)

Activity Page 8.2



WRAP UP (5 MIN.)

- Have students open to Activity Page 8.2. Direct students to the first word in the list, *thoughtful*.
- Tell students they will add the suffix Iy to each base word in the list to make a new word. Then they will write two sentences about Adventures of Marcus and Cory using the new words they made. Point out that they must use at least one of the new words in each sentence, and that both sentences must relate to what they read.
- Remind students to write neatly in cursive, leaving space between words.
- Release students to complete Activity Page 8.2.
- Circulate and monitor, providing feedback for proper letter formation. Offer feedback such as:
 - "Check that your loops and tails are formed smoothly and connect to the next letter."
 - "Focus on keeping your letters of uniform size and proportion."



Activity Page 8.2: Reader Response

Collect Activity Page 8.2 to assess students' ability to correctly spell words with the suffix -ly as well as their comprehension of the text. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 8: Differentiated Instruction

Additional Support

MORE HELP WITH THE SUFFIX -LY

- Guide students in creating their own brief story with blank spots where adverbs could go. Instruct them to place different -ly words from the Reader in the blank spots and discuss how each changes the meaning of the sentence.
- Provide an opportunity for students to physically build –*ly* words using letter tiles.

MORE HELP WITH THE PARTS OF SPEECH

Review the parts of speech: noun, adjective, adverb. Provide students with
a list of words that students can sort into nouns, adjectives, and adverbs.
(Examples include everyone, courageously, rainy, park, perfectly, noisy,
messy, famously, sunset) Have students explain to a partner how they
determined the part of speech for each word.



REVIEW

Suffix —ly

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

Students will read Chapter 8 of Adventures of Marcus and Cory and will listen

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

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

and pronunciation. **TEKS 3.3.A**

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

TEKS 3.2.D; TEKS 3.3.C

FORMATIVE ASSESSMENT

Activity Page 9.1

Wrap Up

TEKS 3.2.D; TEKS 3.3.C

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.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills	Foundational Skills				
Review Suffix – <i>ly</i>	Whole Group	10 min.	 □ Practice Suffix -ly (Digital Component 9.1) □ Practice Suffix -ly (TR 9.1) 		
Reading					
Read Adventures of Marcus and Cory	Independent	10 min.	□ Adventures of Marcus and Cory (pp. 58–63)□ Anecdotal Reading Record		
Wrap Up	Independent	10 min.	☐ Activity Page 9.1		

ADVANCE PREPARATION

Foundational Skills

Digital Component 9.1

- Create an enlarged version of Add Suffix –*ly* to display or prepare to display the digital version.
- Have Add Suffix ly document (TR 9.1) available for students to reference.

Reading

• Prioritize the students who would benefit from a 1:1 check-in during the independent reading time.

Universal Access

- Prepare sentence stems to provide to students:
 - ∘ The word ____ has the suffix −ly.
 - 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 ___.
- Support students' independent reading of the next chapter in the Reader by providing whisper phones for students to speak into or stuffed animals to read to.
- Prepare visuals of *magnification*. If possible, bring in a magnifying glass to show students.
- Prepare a Venn diagram to compare what Marcus and Cory did in the Reader to what scientists do.
- For additional support, prepare Suffix –ly Connect Cards and Suffix –ly Connect Clues provided in the Additional Support materials section of the Teacher Resources. Additionally, gather props or other visual supports to help students understand and practice using the suffix –ly, such as a stuffed animal.

Foundational Skills 5

Start Lesson

Foundational Skills



Primary Focus: Students will identify the meaning of and use words with the −*ly* affix. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.C**

REVIEW THE SUFFIX -LY (10 MIN.)

- Remind students that in the previous lesson, they learned about the meaning and use of the suffix –ly.
- Prompt students to turn and talk: How does the -ly suffix change a word? (The -ly suffix generally turns the base word into an adverb or adjective. The new word describes a verb if it is an adverb or a noun if it is an adjective.)
- Display Practice Suffix –ly (Digital Component 9.1 and TR 9.1). Inform students that they will do some practice with the words in the Word Bank to see how adding –ly will change them.
- Model for the class using the word lazy.
- Review the three columns in the bottom of Practice Suffix -ly.
- Ask: What part of speech is *lazy?* (The word is an adjective.)
- Note for students that the word *lazy* ends in the letter 'y'. Therefore, it might best fit in the final column of the table.
- Model for them how to change the 'y' in *lazy* to an 'i' as you write *lazily* in the final column of the table.
- Prompt students to say the word in unison.
- Model checking your work by confirming that the word *lazily* should not go in the first two columns. Ask: What part of speech is *lazily? (The word is an adverb.)*
- Divide students into pairs to work together. Assign each pair one or two words from the Word Bank: affectionate, surprising, cost, clumsy, greedy, elder, practical, brother. Once students have had a chance to confer about adding –ly to each base word, ask each pair to share where in the chart their word(s) should go.

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.

Support

If students are having difficulty identifying parts of speech, review these terms and provide several examples of each.



Foundational Skills

Foundational Literacy Skills

Beginning

Ask questions that encourage the students to listen to identify the suffix –ly: Do you hear the suffix in the word lazy? Do you hear the suffix in the word loudly? In pairs, prompt students to say a sentence using the word loudly.

Intermediate

In pairs, have students take turns reading a section from Adventures of Marcus and Cory. After reading, have them identify words with the –ly suffix. Provide a sentence frame: "The word ____ has the suffix –ly."

Advanced/Advanced High

In pairs, have students generate their own list of words with the suffix –ly. Have students say sentences that include words with the suffix –ly.

ELPS 2.A; ELPS 2.B; ELPS 4.A; ELPS 3.A

Challenge

Have students recite or write original sentences using the words in the Word Bank correctly.

Reader



Pages 58-63



Reading

Reading/Viewing Closely

Beginning

Show visuals of magnification. Bring in a magnifying glass and ask a simple question: Does [the object] look bigger or smaller through the magnifying glass?

Intermediate

In pairs, have students create a Venn diagram comparing what Marcus and Cory did in the Reader compared to what scientists do.

Advanced/ **Advanced High**

Have students retell today'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 4.G

Lesson 9: Review Suffix -ly

Reading



Primary Focus

Students will read Chapter 8 of Adventures of Marcus and Cory and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

and pronunciation. **TEKS 3.3.A**

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

TEKS 3.2.D; TEKS 3.3.C

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will read Chapter 8 of Adventures of Marcus and Cory, "How Magnifying Glasses Work," starting on page 58.
- Focus students on the Table of Contents in the Reader. Prompt students to turn and talk: Briefly retell what happened in each of the previous chapters, 1–7. (Marcus and Cory realize that each sound has a reason and importance. In school, they learn about different musical instruments and later learn from a musician about the science of sound. They become curious about light and sight as well, exploring a local science center to better understand how the eye works.)
- Preview the following vocabulary words that students will encounter in this section of the Reader:

findings, n., results, conclusions, or discoveries made after an investigation Example: After exploring the ancient ruins, the archeologists documented their findings.

lens, n., curved glass or plastic designed to refract light rays Example: She adjusted the lens of her camera to capture a clearer photo of the sunset.

magnification, v., the process of making an object look bigger Example: Magnification can help people who have trouble seeing by making objects larger than they actually are.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.3.A Use print or digital resources to determine meaning, syllabication, and pronunciation; TEKS 3.2.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.

observations, n., things people see or notice Example: I made many observations of the different types of animals at the zoo.

- Conduct a brief discussion about the different words in the 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 "How Magnifying Glasses Work"						
Vocabulary Type Tier 3 Unit-Specific Words		Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary	magnification	observations findings lens				
Multiple-Meaning Core Vocabulary Word						
Sayings and Phrases	ayings and Phrases					

- Read aloud the first sentence on page 58. Focus on the word *magnification*.
- Instruct students to use the Glossary or a dictionary to determine the pronunciation and definition of *magnification*.
- Prompt students to turn and talk: How are the words magnifying and magnification similar? How are they different? (They both relate to making things look bigger and easier to see. Magnifying is an adjective; magnification is a noun.)
- Move students to designated areas of the classroom where they can read aloud to themselves quietly without disturbing their peers.
- Instruct students to read the assigned section of the Reader, pages 58–63.
- Model how to use a dictionary to discover the pronunciation and definition of other words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thinking.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:

- 1. **Literal:** What is this chapter mostly about? (*Marcus and Cory observing the world around them using magnifying glasses.*)
- 2. **Inferential:** What do Marcus and Cory most likely learn from using a magnifying glass to view objects? (*They were able to see details in objects they wouldn't normally be able to see, things up close appear bumpy or smooth, the magnifying glass spreads light, etc.)*
- 3. **Evaluative:** What do the interactions between Marcus and Cory show you about their relationship? (*They show each other things and ask each other questions, so they must like spending time together; they are observing things around them, so they must be curious; they used their magnifying glasses until dark, so they must like the same things.)*
 - Ensure students draw evidence from the text to support their responses. Provide students with sentence stems as needed such as:
 - This chapter is mostly about...
 - Marcus and Cory most likely learn that...
 - The interactions between the boys shows that...
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

WRAP UP (10 MIN.)

- Have students open to Activity Page 9.1. Invite a student volunteer to read aloud the directions. Write your own story about being a scientist. Your story should include four or more sentences. Use at least two words from the Word Bank in your story. Remember to write neatly in cursive.
- Release students to complete the activity page.
- Provide immediate and corrective feedback such as, "Focus on keeping your letters of uniform size and proportion."



Activity Page 9.1: Wrap Up

Collect Activity Page 9.1 and assess students' ability to use and spell words with the suffix –*ly* as well as to demonstrate their understanding of the text. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Foundational Skills 5

Activity Page 9.1

Lesson 9: Differentiated Instruction

Additional Support

MORE HELP WITH THE SUFFIX -LY

- Play Suffix Connect using the Suffix -ly Connect Cards and Suffix -ly
 Connect Clues provided in the Additional Support materials section of the
 Teacher Resources. Distribute the Connect cards and tokens used for game
 pieces.
 - Explain that students will play Suffix Connect, listening to clues about word meanings and then marking the space of the word that answers the clue. Note that many of the words in the game are ones they encountered in Chapter 7 of their Reader.
 - Demonstrate how the game works by drawing the top card from the word stack and reading the clue aloud while students check their game boards for the word that answers the clue. Show students how to place a token on top of the word on the board as it is called out.
 - After students have placed their markers, call on a student to say the correct answer so that students can check their boards.
 - Show students how to get an official "Connect" by getting four in a row in any direction (vertically, horizontally, or diagonally). The game is finished when one card is covered with tokens and a student says "Suffix Connect!"
 - Before beginning, allow students a minute to read the words that are on their cards to prepare for possible answers to the clues they will hear.
- Use props or other visual supports to help students understand and practice using the suffix Iy. For example, provide each student with a stuffed animal. Narrate for them how to move the stuffed animal: "Put your animal to sleep. Now, have them sleepily wake up. Next, have them excitedly greet a friend." Encourage students to provide a voice for their animals as applicable. For example, if prompting them to have their animals do an activity curiously, have students offer statements to illustrate this attitude in their animal: "I wonder about ____" or "Hm, why does ____?" Play with different imaginative settings, like going to the zoo or to a restaurant. Have students call out other Iy words their animals might exhibit.
- Play the movement game Cross the Room. Line students up on one side of the room. One at a time, call on them, and have them ask for a number of

steps they can take (between one and five). For example, a student might ask, "Can I cross the room in three steps?" Grant permission by saying, "Yes, you can take three steps quietly," inserting different –Iy words each time (happily, sadly, slowly, bravely, calmly, energetically, etc.). Then have the student actually take the number of steps while exhibiting the descriptor with their bodies. If students are ready, have them provide the descriptors for their movement. For example, a student might ask, "Can I cross the room quickly in three steps?" Embodied movement games like this one can be particularly useful in supporting student learning.

Foundational Skills 5

10

INTRODUCE

Suffix —ive

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

Students will read Chapter 9 of Adventures of Marcus and Cory and will listen

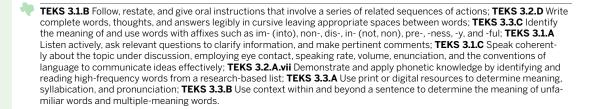
- actively to answer and discuss questions about the text. **TEKS 3.1.A**
 - Students will speak coherently about a topic with appropriate eye contact, volume,
- and speaking rate. **TEKS 3.1.C**
- Students will read and pronounce the Tricky Word figure. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and
- multiple-meaning words. **TEKS 3.1.C; TEKS 3.3.A; TEKS 3.3.B**Students will identify the meaning of and use words with the -ive affix.
- TEKS 3.1.C; TEKS 3.3.C

FORMATIVE ASSESSMENT

Activity Page 10.1

Word Matrix

TEKS 3.2.D; TEKS 3.3.C



LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills	Foundational Skills				
Introduce Suffix <i>–ive</i>	Whole Group	5 min.	 □ Add Suffix −ive (Digital Component 10.1) □ Add Suffix −ive (TR 10.1) □ whiteboards □ dry erase markers 		
Practice with the Word Matrix	Independent	10 min.	□ Activity Page 10.1□ Grade 3 Foundational Skills Record		
Reading					
Wrap Up	Whole Group	5 min.	□ whiteboards□ dry erase markers		
Read Adventures of Marcus and Cory	Small Group	10 min.	□ Adventures of Marcus and Cory (pp. 64–68)□ Anecdotal Reading Record		
Take-Home Material					
Complete the Story			☐ Activity Page 10.2		

ADVANCE PREPARATION

Foundational Skills

• Create an enlarged version of Add Suffix –ive to display, or prepare to display the digital version.

Digital Component 10.1

• Have the document Add Suffix – ive (TR 10.1) available for students to reference.

Universal Access

- Gather letter tiles for students to manipulate as they practice adding the –ive suffix to root words and create new words.
- Gather age-appropriate books, newspapers, or magazines for students to look through to find suffixes -ly, -ous, -ive.

	·
0	I found, and it means Its suffix is
0	I used and and made this sentence:
0	Humans are not nocturnal because
0	This example shows

• Prepare sentence stems to provide to students:

- Prepare word cards with -ly, -ous, -ive words (supportive, reflective, relative, courageous, softly, glamorous, easily).
- Prepare visuals of animals that are and are not nocturnal for students to sort according to their suffix.
- For additional support, chunk base words by their syllables on notecards and prepare cards with –ive written on them for students to manipulate.

Foundational Skills 5

Lesson 10: Introduce Suffix -ive

Foundational Skills



Primary Focus: Students will identify the meaning of and use words with the −*ive* suffix. **TEKS 3.1.B; TEKS 3.2.D; TEKS 3.3.C**

INTRODUCE THE SUFFIX -IVE (5 MIN.)

- Explain to the class that they will be learning about another suffix, -ive.
- Ask students: What suffixes have we learned about so far in this unit? (The suffix -y, which changes a noun into an adjective; the suffix -ous which also turns a noun into an adjective; the suffix -ly which turns the base word to an adverb or adjective.)
- Display Add Suffix ive. Distribute copies of TR 10.1 to students and display Digital Component 10.1.
- Point out the first word in the chart, *reflect*. Have students decode the word themselves before saying it aloud. Model adding the suffix –*ive* to make the word *reflective*. Write the word in the right-hand column in cursive, demonstrating proper letter formation.
- Direct students to Think-Pair-Share: What part of speech is the base word of reflective? (*The word is a verb.*) What part of speech is the new word? (*The word is an adjective.*)
- Explain to students that when –ive is added to a base word that is a verb, it often changes the verb into an adjective.
- Ask students to turn and talk: Share two sentences to demonstrate the verb becoming an adjective with the addition of the suffix. (*The mirror can reflect our dances. My grandmother was reflective about our trip as a family and happy that we did it together.*)
- Have students turn and practice with a partner on their whiteboard using the words *support* and *protect*.
- Point to the next three words on Add Suffix –ive: create, investigate, initiate. Have students decode the words themselves before sharing the words aloud.

Support

Use manipulatives to add the –ive suffix to root words and create new words as an alternative or in addition to writing.

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TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **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.

Lesson 10 Introduce Suffix -ive



Foundational Skills

Foundational Literacy Skills

Beginning

Provide word cards with —ly, —ous, —ive words.

Have students sort words according to their suffix.

As they sort, have students read the words aloud.

Intermediate

Have students find words with various suffixes (-ly, -ous, -ive) in a book, newspaper, or magazine. Have them write down the words they find and discuss their meanings with a partner. Provide a sentence stem: "I found ___ and it means ___. Its suffix is ___."

Advanced/Advanced High

Provide word cards with —ly, —ous, —ive words. Have students choose two word cards and write one sentence that incorporates both. In pairs, share and compare their sentences. Provide a sentence frame: "I used __ and __ and made this sentence: __."

ELPS 2.A; ELPS 4.A

Challenge

Have students make a list of words with the –ive suffix. Ask them to create their own story using these words. Invite them to swap with a partner to complete.

- Ask: How are the spellings of these words similar? (*They each end in a silent* 'e'.)
- Explain that if a verb ends in a silent 'e', the 'e' is dropped to add the –ive suffix. Remind students that this is the same rule as with adding the –y suffix and the –ous suffix.
- Demonstrate with *create*. Point to the word, and ask students to read it aloud. Point to the 'e', and remind students that the 'e' must drop before adding the suffix –ive. Write the new word in the third column: *creative*.
- Have students write the word create with –ive on their whiteboard to make the word creative.
- Ask students to turn and talk: Share two sentences to demonstrate the noun becoming an adjective with the addition of the suffix. (I love to create artwork for my mom. My brother is very creative.)
- Have students practice on their whiteboard using the words *investigate* and *initiate*. After writing the words with –*ive*, have them share with a partner.
- Prompt students to Think-Pair-Share: What does *initiative* mean? (*Initiative* is the ability to get things started or the motivation to take charge.) How does the word *initiative* differ from the other words in the chart? (Initiative is a noun, and the previous new –ive words are all verbs.)
- Explain that sometimes the –ive suffix can create new nouns rather than verbs when it is added to certain base words.
- Point to the word *detect*, and ask students to read the word aloud. Point to the suffix –ive. Write the new word in the third column: *detective*.
- Ask: What part of speech is detective? (The word is a noun.)
- Ask students to turn and talk: Share two sentences to demonstrate the noun becoming an adjective with the addition of the suffix. (Does the dog detect a scent? The detective solved the case.)
- Have students practice on their whiteboard using the words *object*, *narrate*, and *relate*.
- Point out to students that some words ending in –ive can be both adjectives and nouns, such as *objective*, narrative, and relative.
- Also, explain that some words have an —ive ending but do not exactly follow the same spelling rules as the previous examples. For example, both imagine and represent become imaginative and representative. In these cases, —ative must be added. Students should watch for these types of words as they read because even in these words, the —ive ending still can make a word an adjective, a noun, or both.

Foundational Skills 5

PRACTICE WITH THE WORD MATRIX (10 MIN.)

- Ask students to turn to Activity Page 10.1 and follow along with the instructions.
- Use the Word Matrix Chart to create new words. Students can use their own Base Words to create new words or use the following example Base Words. Base Word examples: mess, act, nerve, joy.
- Write the words you create on the lines below. Pick one of the Word Matrix words, and create a well structured sentence with punctuation. Remind students to write in cursive.
- Circulate and monitor as students write in cursive on Activity Page 10.1.

 Provide immediate and corrective feedback such as, "Check that your loops and tails are formed smoothly and connect to the next letter." Remind students about using correct grammar and sentence structure and their writing.



Activity Page 10.1: Word Matrix

Have students complete Activity Page 10.1 to assess their ability to create and understand words with suffixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 10: Introduce Suffix -ive

Reading

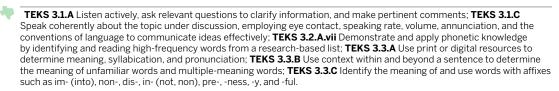


Primary Focus

Students will read Chapter 9 of Adventures of Marcus and Cory and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

- and speaking rate. TEKS 3.1.C
- Students will read and pronounce the Tricky Word figure. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.1.C; TEKS 3.3.A; TEKS 3.3.B**
- Students will identify the meaning of and use words with the -ive affix.
- TEKS 3.1.C; TEKS 3.3.C



Activity Page 10.1





Reading

Reading/Viewing Closely

Beginning

Show visuals of animals that are and are not nocturnal. Say and have students repeat: [animal] is nocturnal. [animal] is not nocturnal.

Intermediate

In small groups, have students discuss why humans are not nocturnal. Have them refer to the Reader (i.e., humans do not have night vision). Provide a sentence stem: "Humans are not nocturnal because

Advanced/ Advanced High

In pairs, have students discuss what it means to investigate. Have them find examples from the text and also from their prior knowledge. Provide a sentence frame: "This example __ shows ___."

ELPS 1.E; ELPS 4.G

Reader



Pages 64-68

WRAP UP (5 MIN.)

- Ensure each student has a whiteboard and a marker. Keep students with their reading partners.
- Select an –ive word from the chapter students just read: impressive, active, reflective, effective, responsive, investigative, creative, comprehensive, adaptive.
- Read the selected word aloud, directing students to echo you.
- Have students spell the word independently, writing in cursive on their whiteboards. Then, have students work with their partners to write a sentence in cursive using the word. Circulate and monitor, providing feedback for proper letter formation. Offer feedback such as:
 - "Focus on maintaining consistent slant and angle throughout your writing."
 - "Focus on connecting your letters smoothly. Work on making the transition from 'v' to 'e' more fluid."
- Invite a few pairs to share their sentences. Prompt students to share the meaning of the word.
- As time allows, repeat with additional –ive words from the chapter.



Check for Understanding

As students write sentences on their whiteboards, walk around and observe their ability to spell and comprehend words with the –*ive* suffix. Ask them to define and use the words. Provide support as needed.

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Prompt students to turn and talk to a partner and retell in logical order what happened in Chapter 8, "How Magnifying Glasses Work," of Adventures of Marcus and Cory. (Marcus and Cory used magnifying glasses to see things up close and understand magnification. They recorded their observations. They discovered that the light spread out evenly and made everything look clear.)
- Explain that today, students will begin reading Chapter 9 of *Adventures of Marcus and Cory*, "Night Vision," starting on page 64.

• Preview the following vocabulary words that students will encounter in this section of the Reader:

quest

1. n., a long search for something

Example: We were on a guest to find water in the desert.

2. v., searching for something

Example: He quests through the enchanted forest, seeking the lost amulet of power.

spurred, v., to encourage somebody to do something

Example: My brother spurred me on to complete the race.

technology, n., the use of knowledge to invent new devices or tools. Example: Many doctors have the latest technology at their fingertips to help improve people's health.

- Conduct a brief discussion about the different words in the 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 "Night Vision"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	technology	spurred		
Multiple-Meaning Core Vocabulary Word		quest		
Sayings and Phrases		1		

- Display the Tricky Word, read it aloud, and use it in a sentence:
 - figure
- 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: figure
 - Expected: /f/, /i/, /g/
 - Tricky spelling: The letters 'ure' are pronounced /yer/.
- Underline the letters *ure* in *figure*, and say the word again, stretching out the second syllable. Ask students whether they hear these letters make the /yer/ sound or the /er/ sound.
- List on the board the nine words from the chapter that end in the –ive suffix: impressive, reflective, effective, responsive, active, investigative, creative, comprehensive, adaptive.
- Guide the class in reading Chapter 9: "Night Vision." Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Pair students with intentional reading partners.
- Instruct students to partner read the assigned section of the Reader, pages 64–68
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Direct reading partners to alternate reading paragraphs and focus on being expressive as they read the characters' lines in any dialogue. When reading the story, remind students to speak at an appropriate rate and volume.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words.
 Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** What key details from the text support the idea that nocturnal animals are able to see well at night? (*Owls have impressive night vision with a reflective layer on the eye; their eyes are responsive, so they can see when it is dark.)*
- 2. **Inferential:** Based on what you have read in this chapter, what can you infer about Marcus and Cory? (*They continue to be curious about everything because now they are investigating night vision, they enjoy being outdoors because they have now found another thing to investigate outside, etc.)*

Support

Model how to use the Glossary in the Reader to discover the pronunciation and details about the bolded words.

- 3. **Evaluative:** What details from the text support the idea that Marcus and Cory are inquisitive about the world around them? (*They did a comprehensive search about night-vision goggles; they went to the library to learn about technology; they went on a hike at night to learn about seeing in the dark.)*
 - Ensure students draw evidence from the text to support their responses. Provide students with sentence frames as needed such as:
 - On page number ____, the author states _____.
 - I can infer that Marcus and Cory...

End Lesson

Lesson 10: Introduce Suffix -ive

Take-Home Material

• Have students take home Activity Page 10.2 to share with a family member.

Lesson 10: Differentiated Instruction

Additional Support

MORE HELP WITH THE SUFFIX -IVE

- Many –ive words in this lesson are three or more syllables. If students need more support with these words, provide additional practice with manipulatives. Chunk base words such as investigate, create, and initiate by their syllables on notecards, and provide cards with –ive written on them. Have students put the cards in the correct order as you say the word aloud a few times. Then, have them practice saying each syllable in isolation before putting them together into the entire base word. Spend time discussing the definition of the word, including examples, as well as the word's part of speech. Then, have students add the –ive card to the base word. Again, have them practice pronunciation, and discuss the new word's meaning and the new word's part of speech.
- Have students practice with –ive word definitions. Ask, Who or what is creative? Who or what is impressive? Who or what is expressive? Give students an opportunity to record their ideas before facilitating discussion. Ask: How do you know they are creative? What does that word mean?

Activity Page 10.2



11

REVIEW

VCCCV Syllable Patterns

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

Students will read Chapter 10 of Adventures of Marcus and Cory and will listen

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

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

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

Students will identify and read the Tricky Word silhouettes and the high-frequency

word warm. TEKS 3.2.A.vii

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

and pronunciation. **TEKS 3.3.A**

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

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

FORMATIVE ASSESSMENT

Activity Page 11.1

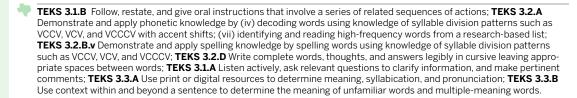
Activity Page 11.2

Syllable Sort

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

Reader Response

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



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review the VCCCV Pattern	Whole Group/ Small Group	10 min.	□ whiteboards□ dry erase markers□ Activity Page 11.1
Practice with Syllable Sort	Independent	5 min.	☐ Activity Page 11.1☐ Grade 3 Foundational Skills Record
Reading			
Read Adventures of Marcus and Cory	Whole Group	10 min.	□ Adventures of Marcus and Cory (pp. 70–77)□ Anecdotal Reading Record
Wrap Up	Independent	5 min.	☐ Activity Page 11.2☐ Grade 3 Foundational Skills Record
Take-Home Material			
Unscramble the VCCCV Words			☐ Activity Page 11.3

ADVANCE PREPARATION

Foundational Skills

- Predetermine student pairs for Activity Page 11.1.
- Prepare a chart of the six steps to breaking down a VCCCV pattern.
- 1. Scan the word for the VCCCV pattern.
- 2. Label the vowels with a V.
- 3. Label the consonants with a C.
- 4. Keep the consonant blends together. Divide between the single consonant and the set of consonant blends by sweeping underneath each syllable.
- 5. Identify the syllable types in all syllables of the word.
- 6. Read the word.

Reading

 Preview the section of the Reader that will be read during this lesson to model decoding Tricky Words and re-reading the entire sentence from the beginning to build fluency and ensure comprehension. Consider using sticky notes to mark this section.

Universal Access

- Gather whiteboards and two different colors of dry erase markers for instruction and for each student.
- Prepare sentence stems to provide to students:
 - I see a shadow [when/where].
 - Shadows become bigger/smaller when ___.
- Prepare a visual for shadow.
- For additional support, gather letter tiles for students to manipulate out words. Prepare a list of nonsense words that follow the VCCCV pattern. Additionally, have flashlights available for students to use.

Foundational Skills 5

Lesson 11: Review VCCCV Syllable Patterns

Foundational Skills



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

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

REVIEW THE VCCCV PATTERN (10 MIN.)

- Write VCCCV on the board. Explain to the class that they will focus on how to read and segment multisyllabic words that have three consonants between the vowels. Point to the three Cs to visually reinforce the concept.
- Prompt students to turn and talk to a partner: What tells us how many syllables there are in a word? (The number of vowel sounds in the word.)
- Explain that there are rules to help them figure out where the consonants divide to determine the separate syllables. In some words, the division happens after the first consonant (VC/CCV). In other words, the division happens after the second consonant (VCC/CV).
- Write the word surprisingly on the board in cursive, modeling proper letter formation. Model the following steps using the word surprisingly.
 - 1. Scan the word for the VCCCV pattern.
 - 2. Label the vowels with a V.
 - 3. Label the consonants with a C.
 - 4. Keep the consonant blends together. Divide between the single consonant and the set of consonant blends by sweeping underneath each syllable.
 - 5. Identify the syllable types in all syllables of the word.
 - 6. Read the word.
- Have students follow instructions and restate these steps for breaking down a VCCCV pattern.
- Explain that when dividing words with consonant digraphs and consonant

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; TEKS 3.2.A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Support

Color-code vowels and consonants as you write words on the board to provide an additional visual support for students to use in understanding VCCCV syllable patterns.

Lesson 11 Review VCCCV Syllable Patterns

blends between the vowels, keep the consonant digraphs together and the consonant blends together.

- When we know the syllable division rules, we can more accurately read and spell words, which then helps us make the connection between what we read and write.
- Have students repeat these six steps with the word sample on their whiteboard.
 - 1. Scan the word for the VCCCV pattern.
 - 2. Label the vowels with a V.
 - 3. Label the consonants with a C.
 - 4. Keep the consonant blends together. Divide between the single consonant and the set of consonant blends by sweeping underneath each syllable.
 - 5. Identify the syllable types in all syllables of the word.
 - 6. Read the word.
- Have students take out Activity Page 11.1. Listen to the words recited by the teacher, and write them in cursive. Have students draw a dash between the syllable chunks.
- Then have students listen to the compound sentence and write it in cursive leaving spaces between words.
- Circulate and monitor, providing feedback on students' cursive writing. 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."

PRACTICE WITH SYLLABLE SORT (5 MIN.)

- Have students take out Activity Page 11.1. Listen to the words recited by the teacher and write them in cursive. Have students draw a dash between the syllable chunks.
- Teacher will recite this list of 5 words: backyard, transformed, flashlight, expressively, surprisingly. Remind students to write neatly in cursive.
- Then have students listen to the compound sentence, and write it in cursive leaving spaces between words.
- Circulate and monitor, providing feedback on students' cursive writing.
 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."

Activity Page 11.1





Activity Page 11.1: Syllable Sort

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

Lesson 11: Review VCCCV Syllable Patterns

Reading



Primary Focus

Students will read Chapter 10 of Adventures of Marcus and Cory and will listen

- actively to answer and discuss questions about the text. **TEKS 3.1.A**
 - Students will read and spell words that follow a VCCCV syllable division pattern
- with accent shifts. TEKS 3.1.B; TEKS 3.2.A.iv; TEKS 3.2.B.v; TEKS 3.2.D
 - Students will identify and read the Tricky Word silhouettes and the high-frequency
- word warm. TEKS 3.2.A.vii
 - Students will use print or digital resources to determine meaning, syllabication,
- and pronunciation. **TEKS 3.3.A**
 - Students will use context to determine the meaning of unfamiliar words and
- multiple-meaning words. **TEKS 3.3.B**

READ ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will read Chapter 10 of Adventures of Marcus and Cory, "Fun with Flashlights and Shadows," starting on page 70.
- Preview the following vocabulary words that students will encounter in this section of the Reader:

imaginative, adj., having a creative and fun mind that can think of cool and exciting ideas

Example: The toddler's imaginative songs describe the activities of her day in great and fun detail.





Pages 70-77

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; TEKS 3.2.A Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.3.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.

deceptive, adj., when something is different than what it really is Example: The circus performer used deceptive techniques to make it seem like a rabbit disappeared under a hat.

aggressively, adj., to do things in an angry, forceful, or sharp manner Example: The bird flapped its wings aggressively in the strong winds.

passive, adj., not active or operating

Example: The cat remained passive even as a mouse ran by it.

Sayings and Phrases

- "I'm on it!" is a phrase. It is a casual expression used to share that someone is taking responsibility for a task or issue and will handle it quickly. Example: When her friend asked for help with the project, Sarah replied confidently, "Don't worry, I'm on it!"
- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "I'm on it!"
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together, and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for "Fun with Flashlights and Shadows"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	passive	imaginative deceptive aggressively		
Multiple-Meaning Core Vocabulary Word				
Sayings and Phrases	I'm on it!			

- Explain that students will examine another high-frequency word. Display this lesson's high-frequency word: *warm*.
- Underline the letters 'ar' and remind students that when 'r' follows a vowel, it controls the sound of the vowel.
- Point out that the letters 'ar' can make the /ar/, /er/, and /or/ sounds. Using the Spelling Cards to support as needed, ask students which pronunciation is correct for warm: /w/ /ar/ /m/, /w/ /er/ /m/, or /w/ /or/ /m/. Confirm that

/w/ /or/ /m/ is the correct pronunciation, and blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves.

- Remind students that *warm* is a word with multiple meanings. Read aloud the sentences from *Adventures of Marcus and Cory* that used the word *warm*, and ask students to define the word based on its use:
 - "The sound was a warm, rich melody that made everyone stop and listen" (p. 8).
 - "Cory nodded, pushing his hands deep in his pockets to stay warm" (p. 30).
 - "Cory nodded, the flashlight in his hand casting a warm glow on his face" (p. 77).
- Display the Tricky Word, read it aloud, and use it in a sentence:
 - silhouettes
- 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: silhouettes
 - Expected: /s/, /i/, /l/, /e/, /t/, /s/
 - Tricky Spelling: The letters hou are pronounced /ə/+/w/.
- Focus students on Chapter 10, "Fun with Flashlights and Shadows," on page 70.
- Begin reading the first sentence, and pause before you get to the word inventive. Point it out as a word you are unsure how to pronounce.
- Model decoding and reading *inventive*. Rather than continuing from that point, reread the entire sentence fluently from the beginning.
- Explain to students that they should restart and reread an entire sentence to build fluency and ensure comprehension. Pausing to decode unfamiliar words can disrupt comprehension, so this strategy helps tie the sentence together smoothly.
- Direct students to read Chapter 10 quietly aloud to themselves, ending on page 77.
- Move students to designated areas around the classroom where they can read aloud to themselves without disturbing their peers.
- Remind students to use the Glossary in the Reader to discover the pronunciation and definitions of the bolded words.
- Use strategic prompts to check for comprehension, as well as to check for students' ability to use context to determine the meaning of unfamiliar words. Have students listen actively and ask relevant questions to clarify any



Reading

Reading/Viewing Closely

Beginning

Show a visual for the word shadow. If possible, go outside and look for shadows. Make shadows using a flashlight and various objects. Provide a sentence stem for discussion: "I see a shadow [when/where]."

Intermediate

In small groups, have students discuss how to make shadows appear larger or smaller. How can shadows become bigger? Smaller? Have students listen to their peers responses and then use the Reader for guidance to determine if they are correct. Provide a sentence stem: "Shadows become bigger/smaller when __."

Advanced/ Advanced High

Have students independently write a short paragraph about shadows. They may use the Reader for suggestions. Have students share their paragraphs with the class.

ELPS 2.A; ELPS 4.G

information from the text or prompts. Example prompts include:

- 1. **Literal:** Why did Marcus and Cory transform their backyard into an imaginative stage? (*They were feeling inventive; they were ready for an active evening using their flashlights.*) Follow-up: What does this reveal about their character? (*They are always looking to explore, invent, create, imagine, etc.*)
- 2. **Inferential:** What is the most likely reason Marcus and Cory change their thinking about shadows after they experimented with light and distances? (*Their understanding changed as they realized shadows were sharpest when the light source was directly behind the object.)*
- 3. **Evaluative:** Why do you think the boys found it surprisingly hard to guess objects based on their shadows? (*Answers may vary but could include reasons such as the shapes of the shadows being unclear or misleading due to the light angle.)*
 - Ensure students draw evidence from the text to support their responses.

 Provide sentence stems as needed such as:
 - Marcus and Cory transformed their backyard into an imaginative stage because...
 - The most likely reason they changed their thinking about shadows is...
 - I think the boys found it difficult to guess objects based on their shadows because...
 - Circulate and monitor, listening to students read. As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
 - As needed, use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy.

Activity Page 11.2



WRAP UP (5 MIN.)

- Ask students to open to Activity Page 11.2 and follow the directions.
- Explain Part A to students:
 - Sort the words in the Word Bank into the correct columns. The columns will be labeled VC/CCV and VCC/CV.
 - If needed, use an example word to review VC/CCV and VCC/CV spelling patterns. Use laughter. Say the word laughter and write the word on the board in cursive. Break up the word with a slash where the syllable divides: laugh/ter
 - Point out that the there are two consonants before the break and one after so the spelling pattern match VCC/CV pattern so you would write it

under the VCC/CV column

- · Write each word neatly in cursive.
- Explain Part B to students:
 - Use the words from Part A to respond to the question about Chapter 10 of Adventures of Marcus and Cory. "What sort of discoveries did Marcus and Cory make after competing for who could make the most creative shadow?" (Marcus and Cory used their flashlights and transformed the size of the shadows by moving objects closer to and farther from light.)
 - Write neatly in cursive, leaving spaces between words.



Activity Page 11.2: Reader's Response

Collect Activity Page 11.2 to assess students' ability to correctly read and spell VCCCV words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 11: Review VCCCV Syllable Patterns Take-Home Material

 Have students take home Activity Page 11.3 for additional practice with this lesson's objectives.

Lesson 11: Differentiated Instruction

Additional Support

MORE HELP WITH VCCCV PATTERN

- Provide students with letter tiles. Direct them to create nonsense words that follow the VCCCV pattern. Have students explain whether the words are VC/ CCV or VCC/CV. Students' explanations should follow the rules of VCCCV syllabication.
- Reenact the scene from Chapter 10, allowing students to play with flashlights and silhouettes. Have them describe their actions or create a narrative for the scene they create using words that follow a VCCCV pattern.

Activity Page 11.3



12

REVIEW

Accent Shifts in VCCCV Words

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

Students will read Chapter 11 of Adventures of Marcus and Cory and will listen

- actively to answer and discuss questions about the text. **TEKS 3.1.A**Students will read words that follow a VCCCV syllable division pattern with accent
- shifts. TEKS 3.2.A.iv
- Students will read and pronounce the Tricky Word *carousel*. **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

Reading and Dictation

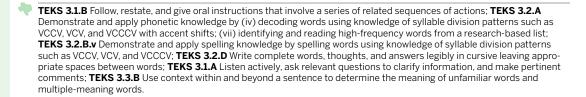
TEKS 3.1.B; TEKS 3.2.A.iv; TEKS 3.2.B.v;

TEKS 3.2.D

Activity Page 12.2

Reader Response

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



Foundational Skills 5

LESSON AT A GLANCE

	Grouping	Time	Materials	
Foundational Skills				
Review VCCCV Words with Accent Shifts	Whole Group	10min.	□ Accented Syllables (TR 12.1)□ whiteboards□ dry erase markers	
Practice with Reading and Dictation	Whole Group	5 min.	☐ Activity Page 12.1☐ Grade 3 Foundational Skills Record	
Reading				
Read Adventures of Marcus and Cory	Whole Group	10 min.	 □ Adventures of Marcus and Cory (pp. 78–82) □ whiteboards □ dry erase markers □ Anecdotal Reading Record 	
Wrap Up	Independent	5 min.	☐ Activity Page 12.2	

ADVANCE PREPARATION

Foundational Skills

 Have Accented Syllables document (TR 12.1) available for students to reference.

Reading

- Preview the section of the Reader that will be read during this lesson to model decoding Tricky Words and re-reading the entire sentence from the beginning to build fluency and ensure comprehension. Consider using sticky notes to mark this section.
- Predetermine intentional reading partners.

Universal Access

- Gather whiteboards and two different colors of dry erase markers for instruction and for each student.
- Gather letter tiles for students to physically separate the syllables in words and identify the stressed syllable.
- Prepare a list of multisyllabic words with different stressed syllables (increase, attribute, extract, incline, contract).
- Prepare visuals for amusement park, roller coaster, Ferris wheel, carousel.
- Prepare sentence stems to provide to students:
 - They heard __when/at __.
- For additional support, prepare to move students into small groups. Prepare
 to provide small groups with a Bunny Hop Game Board and a set of VCCCV
 Bunny Hop Word Cards. provided in the Additional Support Activity Page
 materials section of the Teacher Resources. Additionally, have Accented
 Syllables document (TR 12.1) available for students to reference.

Foundational Skills 5

Foundational Skills



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



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

REVIEW VCCCV WORDS WITH ACCENT SHIFTS (10 MIN.)

- Ask students to turn and talk about what they learned in the previous lesson about how to segment and read VCCCV words. Have students share answers aloud with the class. (Students may share that in some words, the division happens after the first consonant [VC/CCV]. In other words, the division happens after the second consonant [VCC/CV].)
- Write VCCCV on the board. Show the anchor chart from the previous lesson with the six steps. Have students restate the steps for breaking down a VCCCV word.
- Prompt students to Think-Pair-Share: How do we know how the three consonants should be divided? (We divide them in a way that keeps digraphs or blends together.)
- Distribute a whiteboard and dry erase marker to each student.
- Write the word *inspect* on the board in cursive, modeling proper letter formation. Direct students to write the word on their whiteboards in cursive.
- Tell students to follow the steps learned in the previous lesson and written on the anchor chart.
- Tell students to divide the syllables, read the word, and clap the syllables. (in/ spect)
- Determine if the word is VC/CCV or VCC/CV. (VCC/CV)
- Circulate and monitor to check for correct labeling of VC/CCV or VCC/CV.

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TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Support

Color-code vowels and consonants as you write words on the board to provide an additional visual support for students to use in understanding VCCCV syllable patterns.

Lesson 12 Review Accent Shifts in VCCCV Words

- Remind students about the Accented Syllables document (TR 12.1) available to use as a helpful reference.
- Return to the board, marking the word correctly and guiding students to compare the information on their whiteboards to the information on the board. (VC/CCV) Answer any clarifying questions.
- Ask students to say the word in unison, listening for the syllable that is accented. Students should clap as they say the unaccented syllable (*in*) and snap as they say the accented syllable (*spect*).
- Write the word *attribute* on the board in cursive, modeling the proper letter formation. Have students decode the word themselves before reading it aloud.
- Ask: What vowels and consonants make up the VCCCV pattern in attribute? (attri)
- Label the VCCCV pattern in attribute.
- Prompt students to turn and talk to their partner: Which letters form a blend or digraph? (*The letters 'tr' form a blend.*)
- Underline the 'tr'.
- Prompt students to turn and talk: Where should I draw the lines in attribute to indicate the syllable division? (at/trib/ute)
- Explain that this word can be pronounced two ways, with the accent or stress on the first syllable or the second syllable. This makes the word change its meaning. When the first syllable is accented, this word is a noun. When the second syllable is accented, this word is a verb.
- Write attribute on the board two more times, underlining the first syllable (at) in one and the second syllable (trib) in the other.
- Ask students to say each word in unison as you point to it, clapping as they say the accented syllable and snapping as they say the two unaccented syllables.
- Explain that some VCCCV patterned words can have different meanings when the accent shifts. You can tell which syllable is stressed because it is longer and louder than the other syllables. It is helpful to recognize these shifts when pronouncing and spelling words.
- Point to and read the word *AT-tribute*. Reiterate that the pronunciation with stress on the first syllable is a noun; an *attribute* is a quality or feature of something. Provide students with an example: Kindness is one of her best attributes.

Foundational Skills 5

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- Point to and read the word *at-TRIB-ute*. Reiterate that the pronunciation with stress on the second syllable is a verb. When you *attribute* something to someone or something, you are saying that they are the source or cause of it. Provide students with an example: Mom *attributes* her beautiful garden to watering the flowers every day.
- Write the word *increase* on the board in cursive, modeling proper letter formation. Direct students to write the word on their whiteboards in cursive.
- Have students work through the process they have learned.
 - Identify and label the VCCCV letters. Write a V under 'i' and 'e'. Write a C under 'n', 'c', and 'r'.
 - Determine the digraph or blend. (The letters cr form a blend.)
 - Tell students to divide the syllables, read the word, and clap the syllables. (in/crease)
 - Determine if the word is VC/CCV or VCC/CV. (VC/CCV)
- Circulate and monitor to check for correct labeling of VC/CCV or VCC/CV.
 Remind students about the Accented Syllables document (TR 12.1) available for students to reference to help.
- Return to the board, marking the word correctly and guiding students to compare the information on their whiteboards to the information on the board. Answer any clarifying questions.
- Write increase on the board two more times. Explain that increase is another VCCCV patterned word that can have different meanings when the accent shifts.
- Underline the first syllable (*in*) in one and the second syllable (*crease*) in the other.
- Ask students to say each word in unison as you point to it, clapping as they say the accented syllable and snapping as they say the unaccented syllable.
- Write two sentences on the board.
 - The increase in temperature made it a perfect day for swimming.
 - If you water the plants regularly, they will increase in size.
- Move students into pairs. Tell students that one partner should read the first sentence and the other partner should read the second sentence. While the partner is reading the sentence, the other partner should listen to how increase is naturally said by the other partner to determine the stressed and

unstressed syllables.

- Invite students to share their findings. Provide sentence frames:
 - "In the first sentence, the . . . syllable of . . . is the accented syllable."
 - "In the second sentence, the ... syllable of ... is the accented syllable."
 - "When . . . is used as a noun, the accent is on the . . . syllable."
 - "When . . . is used as a verb, the accent is on the . . . syllable."
- Confirm that the first sentence uses *increase* as a noun and the accent is on the first syllable. The second sentence uses *increase* as a verb and the accent is on the second syllable.
- Remind students that they can tell which syllable is stressed because it is longer and louder than the other syllables.

PRACTICE WITH READING AND DICTATION (5 MIN.)

- Have students open to Activity Page 12.1.
- Explain each section of the activity page.
 - $\circ\,$ 1–2: Read the VCCCV words, and draw a slash to segment the syllables.
 - 3–5: Identify the VCCCV word in each sentence, segment the syllables by drawing a slash, and then circle the accented syllable.
 - 6–7: Listen as the teacher dictates VCCCV words. Draw a slash to segment the syllables, and circle the accented syllable. Write neatly in cursive.
 - 8: Listen as the teacher dictates the sentence. Repeat the sentence and write it in cursive. During science class, we learned how to ex/tract juice from an orange.
- Allow them to reference Accented Syllables as needed while they work.



Activity Page 12.1: Reading and Dictation

Collect Activity Page 12.1 to assess students' ability to read and spell VCCCV words with accent shifts. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 12.1



Lesson 12: Review Accent Shifts in VCCCV Words

Reading



Primary Focus

Students will read Chapter 11 of Adventures of Marcus and Cory and will listen actively to answer and discuss questions about the text. TEKS 3.1.A Students will read words that follow a VCCCV syllable division pattern with accent

shifts. TEKS 3.2.A.iv

Students will read and pronounce the Tricky Word carousel. 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 ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will begin reading Chapter 11 of Adventures of Marcus and Cory, "Lights and Sounds at the Amusement Park," starting on page 78.
- Prompt students to retell the events of Chapter 10, "Fun with Flashlights and Shadows," in chronological order. (Marcus and Cory use their fingers to create shadow puppets. Then they begin using different objects. The boys learn that shadows get bigger and smaller the closer and farther the object is from the light. They create stories with the shadows of their toys.)

• Provide sentence stems:	"The chap	ter begins with	Three	major e	vents
from the chapter are	. First,	. Then,	. Finally,	."	

• Preview the following vocabulary words that students will encounter in this section of the Reader:

entranced, v., a wonder that is filled with emotion Example: Marcus was entranced by the lights on the roller coaster.

encountered, v., to come face to face with someone or something unexpectedly

Example: Cory encountered a long line for the Ferris wheel at the carnival.

Reader



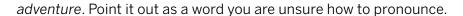
Pages 78-82

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 (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

- Conduct a brief discussion about the different words in the chart.
- 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 "Lights and Sounds at the Amusement Park"				
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		entranced encountered		
Multiple-Meaning Core Vocabulary Word				
Sayings and Phrases				

- Display the Tricky Word, read it aloud, and use it in a sentence:
 - carousel
- 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: carousel
 - Expected: /k/, /s/, /e/, /l/
 - Tricky Spellings: The letters *ar* are pronounced /ae/ /r/ and the letters *ou* are pronounced /ə/.
- Write the words *entrance*, *contrast*, and *address* on the board. Divide the class into three sections. Assign each class section one of the words.
- Direct students to use their whiteboard and dry erase marker from earlier in the lesson to write a sentence for each accent shift. Students should have two sentences.
- Invite students to share their pair of sentences, making sure to emphasize the accented syllable of the word.
- Focus students on Chapter 11, "Lights and Sounds at the Amusement Park," on page 78.
- Begin reading the first sentence, and pause before you get to the word



- Note: This was introduced as a Tricky Word in Unit 4.
- Model decoding and reading *amusement*. Rather than continuing from that point, reread the entire sentence fluently from the beginning.
- Explain to students that they should restart and reread an entire sentence
 to build fluency and ensure comprehension. Pausing to decode unfamiliar
 words can disrupt comprehension. Going back to the beginning of the
 sentence and rereading with the decoded word helps tie the sentence
 together smoothly and provide clarity about what is being read.
- Move students into intentional reading partners.
- Direct reading partners to read a section of Chapter 11, pages 78–82.
- Remind reading partners to alternate paragraphs as they read aloud to their partner.
- Choose strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words. Have students listen actively and ask relevant questions to clarify any information from the text or prompts. Example prompts include:
- 1. **Literal:** How do you think the setting of the amusement park helps Marcus and Cory learn more about sounds? (*The boys heard the engines on the rides, the clinking of the rings against the bottles in the game booth, and scary sounds in the haunted house.)*
- 2. **Inferential:** What is the most likely reason the boys have different feelings about the noises in the park? (*The boys found the noises in the park* entertaining but also too loud at times. They might have felt this way because excessive noise can be overwhelming and sometimes unpleasant.)
- 3. **Evaluative:** What details from the text support the idea that the game booth was an enjoyable place to be? (*Answers may vary, but students can reference the peaceful ambiance, the explanation of the game rules, and the cozy bubble away from the rest of the park as reasons Marcus and Cory enjoyed the game booth.)*
 - Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed such as:
 - I think the setting of the amusement park helped the boys learn more about sounds because...
 - It is most likely that they have different feelings about noises in the park because...



Reading

Reading Closely

Beginning

Show visuals for amusement park, roller coaster, Ferris wheel, carousel. Ask students simple questions: Have you been to an amusement park? Would you like to ride a roller coaster? Does a Ferris wheel look fun or scary? Prompt students to use one of the words in a sentence out loud.

Intermediate

In pairs, have students describe the different sounds and lights that Marcus and Cory heard at the amusement park. Encourage students to use complete sentences. Provide the sentence stem: "They heard __ when/at __."

Advanced/ Advanced High

Ask students to write a bulleted list of everything that can be found in an amusement park. Encourage students to revisit the Reader to find their answers. In small groups, have students read aloud their lists, listen to each other read, and compare what words they found.

ELPS 2.A; ELPS 1.E; ELPS 4.G

Challenge

Invite students to reflect on a time when they visited an amusement park, carnival, or similar type of setting. Ask them to describe the lights and sounds they noticed, incorporating VCCCV words into the sentences.

- On page ____, the author writes ____ which supports the idea of the game booth as an enjoyable place to be.
- Circulate and monitor, pay careful attention to students as they self-correct. 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.
- Explain the task: Use words from the Word Bank in your response to the question based on today's excerpt of Chapter 11 of Adventures of Marcus and Cory.



Check for Understanding

As students write their response, monitor their ability to read VCCCV words with accent shifts. Provide support as needed.

2nd Lesson

Activity Page 12.2



Lesson 12: Differentiated Instruction

Additional Support

MORE HELP WITH VCCCV WORDS WITH ACCENT SHIFTS

- Students may benefit from reviewing VCV and VCCV words with accent shifts that change the meaning, like record and object. Explain that the concept is the same for VCCCV words but the syllable division will require more attention.
- Guide students in adding more examples of each rule on the Accented Syllables reference sheet.

BUNNY HOP WITH VCCCV WORDS

- Have the students play Bunny Hop.
- · Move students into small groups.
- Give each group a copy of the Bunny Hop Game Board and a set of VCCCV Bunny Hop Word Cards provided in the Additional Support Activity Page materials section of the Teacher Resources.
- Have each student write their name or initials at the top of a column, or bunny path.
- Explain the game:
 - Place cards in a pile. Students take turns drawing a card and reading the word on the card and the sentence on the back of the card.
 - The student then explains which pronunciation of the word is correct (accent on the first or second syllable) to their partner. If they explain the word correctly, they should draw an 'X' in the next square of their bunny's path.
 - The player who moves the farthest down the path in the allotted time wins!

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ADD

Suffix –en & Review Suffixes

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will collaborate to add suffixes to words. **TEKS 3.1.D**
 - Students will read and spell multisyllabic words with the sound-spelling
- pattern -en. TEKS 3.2.A.i; TEKS 3.2.B.iv
 - Students will review the meaning of and use words with the suffixes.
- TEKS 3.1.B; TEKS 3.2.D; TEKS 3.3.C

Reading

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

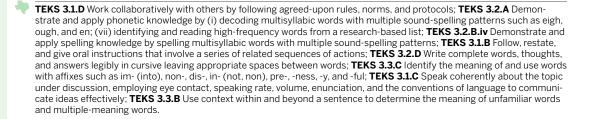
- and speaking rate. **TEKS 3.1.C**
 - Students will read and spell multisyllabic words with the sound-spelling
- pattern -en. TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D
- Students will identify and read the high-frequency words. **TEKS 3.2.A.vii**Students will use context to determine the meaning of unfamiliar words and
- multiple-meaning words. **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 13.2

Exit Ticket

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



Foundational Skills 5

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Suffix – <i>en</i>	Whole Group	5 min.	
Practice with Mix and Match Review	Small Group	10 min.	Activity Page 13.1Mix and Match Suffix Word Cards (TR 13.1)
Reading			
Read Adventures of Marcus and Cory	Whole Group	10 min.	☐ Adventures of Marcus and Cory (pp. 83–89)
Wrap Up	Small Group	5 min.	☐ Activity Page 13.2 ☐ Grade 3 Foundational Skills Record
Take-Home Material			
Suffix – <i>en</i> Crossword Puzzle			☐ Activity Page 13.3

ADVANCE PREPARATION

Foundational Skills

• Provide each small group with a set of Mix and Match Suffix Word Cards (TR 13.1) and a dictionary.

Reading

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

Universal Access

- Display words with the -en suffix in one color and the base word in another color to help students segment the words.
- Prepare whiteboard and markers to support students who require additional support in reading root words + suffix -en.
- Create a list of challenge words for students to practice during the introduction of -en. These words might include enliven, bolden, and hearten.
- Prepare sentence stems to provide to students:

I notice th	at
In this pict	cure, I see
l liked b	ecause I didn't like when
I found	in the text. It refers to .

 For additional support, prepare to provide student pairs a copy of the Swim to the Finish Game Board and a set of Swim to the Finish Word Cards These resources can be found in the Teacher Resource section under Additional Support Activity Pages.

Foundational Skills 5

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Lesson 13: Add Suffix -en

Foundational Skills



Primary Focus: Students will collaborate to add suffixes to words.



♦ Students will read multisyllabic words with the sound-spelling pattern –en.

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

Students will review the meaning of and use words with the suffixes.

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

INTRODUCE THE SUFFIX -EN (5 MIN.)

- Ask students to list suffixes that have been studied in this unit (-y, -ous, -ly, and -ive). Elicit examples of words that become adjectives or in some cases adverbs with each of these suffixes. (Answers may vary.)
 - noise/noisy
 - nerve/nervous
 - protect/protective
- Point out that for -ly it is an adjective becoming an adverb.
 - happy/happily
- Tell students that they will work with another suffix today: -en. Explain that the suffix -en has more than one meaning and today they will focus on one of those meanings.
- Write *gold* on the board.
- Ask students to define the noun form of gold. (a soft, heavy, yellow metal that is valuable and used to make jewelry)
- Add the suffix –en to form golden. Underline –en. Circle gold. Have students whisper read the word golden into their hand.
- Tell students that when -en is added to a noun, it turns the word into an adjective.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of actions; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

For students who need additional support with -en suffix, provide a visual by taking two whiteboards, one with the adjective or noun and the other with the suffix -en. Allow students to see the root word being changed when the suffix is added.



Foundational Skills

Foundational Literacy Skills

Beginning

Direct students to draw a concept map that has -en in the middle and five words branching off from -en including; golden, brighten, sadden, freshen, and tighten.

Intermediate

Direct students to draw a concept map with -en in the middle. Give students two example words to write in the circles branching off of -en: whiten and fasten.

Then have three more words without -en added.
Have students add the -en to the end of these three words: fresh, bright, and tight.

Advanced/Advanced High

Direct students to draw a concept map. Have them write –en in the middle of the map. Then have them listen to these words, and add –en to the end of them: gold, fresh, bright, tight, and gold.

ELPS 1.C

Challenge

Ask students to create their own list of –en words and create their own story using those –en words.

- Ask students to define golden. (having a shiny, deep yellow color or being made of gold)
- Use both gold and golden in sentences. (The pirate found a chest full of shiny gold coins on the deserted island. The golden sun shone brightly in the sky during the summer afternoon.)
- Write bright on the board.
- Ask students to define the adjective form of bright. (giving a lot of light)
- Tell students that when -en is added to an adjective, it turns the word into a verb.
- Add –en to make brighten. Underline –en. Circle bright. Have students whisper read the word brighten into their hand.
- Ask students to define brighten. (to become or make lighter)
- Clap the syllables, prompting students to echo the clapping and pronunciation. Remind students that a suffix adds another syllable to the base word.
- Prompt students to turn and talk: Use both *bright* and *brighten* in sentences. (The sun was bright, so she put on sunglasses. He turned on the light to brighten the room.)
- Repeat the process with freshen, thicken, tighten, sadden, and whiten.
- Point out that the 'd' in sad is doubled to form sadden. Explain that, otherwise, sadened would be pronounced with a long 'a' sound.
- Point out that silent 'e' in white has to be dropped before adding the suffix en. Explain that, otherwise, 'ee' in whiteen would make the /ee/ sound.
- Direct the students' attention to the words *brighten* and *tighten*. Point out that both words have the *-ight* spelling pattern. Remind them that when they segment VCCCV words, they should segment syllables so that groups of letters go together. In these words, the 'g', 'h', and 't' are part of a single spelling pattern; therefore, they would be grouped when segmenting the syllables (VCCC/V). The same approach would apply to words like *frighten* or *heighten*.

PRACTICE WITH MIX AND MATCH REVIEW (10 MIN.)

- Have students open to Activity Page 13.1 and follow the directions.
- Move students into small groups to collaborate on Activity Page 13.1. Provide each group with a set of Mix and Match Suffix Word Cards. (TR 13.1) Ensure each group has access to a print or online dictionary.
- Explain that groups will start with a base word and add the different affixes to form adjectives or adverbs. Groups will use a print or online dictionary to check that they have formed an adjective or adverb, then record the word in the correct table on Activity Page 13.1.
- Model the process with the base word *create*. Demonstrate how to move the cards around to form *creative*.
- Release groups to begin.
- Instruct groups to use their dictionaries to record a definition of any two adjectives or adverbs of their choosing.



Check for Understanding

As students complete the Mix and Match chart, circulate and observe their ability to create and use words with the suffixes. Provide support as necessary.

Activity Page 13.1



Reader



Pages 83-89



Reading

Reading/Viewing Closely

Beginning

In pairs, have students look at the images in Chapter 11 and discuss what they see. Provide sentence stems: "I notice that __." "In this picture, I see __."

Intermediate

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

Advanced/ Advanced High

After reading, in pairs have students find all of the references to light and music in Chapter 11. Have them discuss the meaning of the references. Provide sentence stems: "I found ____ in the text. It refers

ELPS 1.E; ELPS 4.F

Reading



Primary Focus

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

- volume, and speaking rate. **TEKS 3.1.C**
 - Students will read and spell multisyllabic words with the sound-spelling
- pattern -en. TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D
- Students will identify and read the high-frequency words. **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 ADVENTURES OF MARCUS AND CORY (10 MIN.)

- Explain that today, students will finish reading Chapter 11 of *Adventures of Marcus and Cory*, "Lights and Sounds at the Amusement Park," starting on page 83.
- Preview the following vocabulary words that students will encounter in this section of the Reader:

gleaming, v., shining typically because of cleanness or polishing Example: The knight's armor was gleaming in the sunset.

enchanting, adj., delightful; charming

Example: The fireflies cast an enchanting glow in the garden.

- Conduct a brief discussion about the different words in the 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.

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; TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.2.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.

Vocabulary Chart for "Lights and Sounds at the Amusement Park"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		gleaming enchanting	
Multiple-Meaning Core Vocabulary Word			
Sayings and Phrases			

- Inform students that before reading, they will practice a few words from the text. Write the words *bright*, *soft*, *quick*, *sweet*, *wide*, and *strength* on the board.
- Remind students that adding -en to a word changes its meaning. Have students add suffix -en to these words and read them together. (brighten, quicken, soften, sweeten, widen, and strengthen)
- Explain that in the passage, some of these words are used in the past tense by adding -ed. For example, *quicken* becomes *quickened*.
- Focus students on page 83, starting at "This is the best. . ."
- Read aloud the sentence on page 83. Point out the exclamation point. Read it aloud once with excitement and once without excitement.
- Ask: Which version of my reading matches what the author intended by including an exclamation point? (The version with excitement.)
- Prompt students to turn and talk: What is the most likely reason the characters are speaking with such excitement in this part of the text? (*They are having fun at an amusement park.*)
- Move students into intentional reading partners. Remind them to read aloud lines that end with an exclamation point with excitement.
- Direct students to read aloud the next section of the Reader with their reading partner, ending on page 89. When reading the story, remind students to speak at an appropriate rate and volume.
- Instruct partners to give a thumbs up each time they see a word in the text with the -en suffix. Watch for students to give a thumbs up for each of these words: brightened, quickened, softened, sweetened, widened, and strengthened. Pay attention to when you see the -en suffix and how these words are describing something.
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words. Example prompts include:

- 1. **Literal:** What did the Ferris wheel do to the night sky? (*It brightened the sky with many colors.*)
- 2. **Inferential:** What is the most likely reason the characters are speaking with such excitement in this part of the text? (*They are excited about all the different colors and sounds on the rides.*)
- 3. **Inferential:** How did the sounds at the amusement park influence the boys' experience? (Sounds cause people to feel different ways, like clangs sweetening victories, and music making people feel enchanted.)
- 4. **Evaluative:** What details from the text show you that Cory and Marcus are close friends? (*Their excitement while going through all the rides at the park.*)
 - Ensure students draw evidence from the text to support their responses. Provide students with sentence frames such as:
 - The Ferris wheel...
 - The most likely reason the characters speak with such excitement is because....
 - I think the sounds of the park influence the boys' experiences by...
 - On page _____, the author states _____, which shows that Marcus and Cory are close friends.
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

WRAP UP (5 MIN.)

- Have students open to Activity Page 13.2.
- Read the directions to students and remind them that their sentences should be related to what they just read in the Reader. Clarify that students can change the tense of a word as needed to fit the context of the sentence they are writing. For example, they may change *brighten* to *brightened*.
- Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor. Provide immediate and corrective feedback such as, "Check that your loops and tails are formed smoothly, and connect to the next letter."
- Prompt students to turn and talk to share their sentences.

Activity Page 13.2





Activity Page 13.2: Exit Ticket

Collect Activity Page 13.2 to assess students' ability to use and spell words with the suffix –en. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 13: Add Suffix -en

Take-Home Material

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

Activity Page 13.3



Lesson 13: Differentiated Instruction

Additional Support

MORE HELP WITH SUFFIX -EN

- Provide additional practice using the Swim to the Finish Game in the Additional Support Activity Page section of the Teacher Guide:
 - Move students into pairs.
 - Give each pair a copy of the Swim to the Finish Game Board and a set of Swim to the Finish Word Cards. Point out that each of the words includes the suffix -en.
 - Have each student write their name or initials at the top of a column, or swim lane.
 - Explain the game:
 - Place cards facedown in a pile. Students take turns drawing a card, reading the word on the card and using it in a sentence.
 - Provide sentence stems to support students if needed:

 "My word is 	A sentence is	
- "My word is	The base word is	,,

- When students read and use their words correctly, they should write a checkmark in the next square of their swim lane.
- Shuffle the cards, and play multiple rounds if time allows.

14

Fluency Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the meaning of and use words with common affixes.

TEKS 3.2.D; TEKS 3.3.C

Students will read and spell multisyllabic words with r-controlled syllables.

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

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

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

Students will read and spell multisyllabic words with the sound-spelling

pattern -en. TEKS 3.2.A.iv; TEKS 3.2.B.iv; TEKS 3.2.D

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

period of time. **TEKS 3.5**

Reading

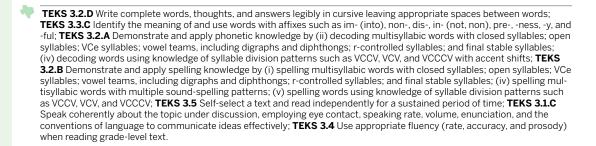
Students will read aloud with appropriate accuracy, rate, and expression.

TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Pages 14.2, 14.3

Fluency Assessment
TEKS 3.1.C; TEKS 3.4



LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Play Moon Shot	Small Group	20 min.	 □ Moon Shot Word Cards (TR 14.1) □ Moon Shot Game Board (TR 14.2) □ Moon Shot Oh No! Cards (TR 14.3) □ Moon Shot Good to Go! Cards (TR 14.4) □ small tokens for game pieces □ Activity Page 14.1
Self-Sustained Reading	Independent	10 min.	☐ recreational reading options ☐ Self-Sustained Reading Tracker (TR 15.1)
Reading			
Fluency Assessment	Independent	30 min. (concurrent with Founda- tional Skills activities)	 □ Activity Pages 14.2 □ Activity Page 14.3 □ Unit 5 W.C.P.M. Calculation Sheet (TR 14.5) □ Grade 3 End-of-Year Summary □ stopwatch or timer

Lesson 14 Fluency Assessment

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 5.

Foundational Skills

- Predetermine partners to play Moon Shot.
- Gather the Moon Shot Game Board, Good to Go! Cards, and Oh No! Cards from Unit 5, Lesson 2. As needed, make new copies of these materials to ensure one set per student group.
- Provide some small tokens as playing pieces.

Reading

- Gather books of varying complexity for students to choose from during selfsustained reading time.
- Provide students with their own copy of the Self-Sustained Reading Tracker (TR 15.1) to keep track of their reading progress during independent reading time.

Universal Access

- Display and briefly review the spelling patterns that were targeted in Unit 5 to support students' decoding abilities.
- During the Moon Shot game, consider pairing students with varying reading levels to provide opportunities for them to hear the words their peers model correctly.
- Prepare to provide students with a list of the Unit 5 high-frequency words including those, close, thought, something, stop, got, might, night, light, white, and warm.
- Prepare audio books for students to listen to while following along with the text.
- Prepare a graphic organizer for students to complete to help them break down unfamiliar words they have read, including the definition, an example of the word's usage, and an illustration to enhance understanding.

- Prepare sentence stems to provide to students such as:
 - In the text, I learned that ___, which is important because ___.
- Guide students in setting appropriate goals for each of the end-of-unit assessments. Provide guides and checklists for scaffolding goal-setting. Post goals, objectives, and schedules in an obvious place.
- Provide books of varying complexity for students to choose from during Self-Sustained Reading time. Consider both quantitative and qualitative factors when selecting book options. Offer a variety of genres. Encourage students to explore any books that interest them regardless of their reading level.

Start Lesson

Foundational Skills



Primary Focus

Students will identify the meaning of and use words with common affixes.

TEKS 3.2.D; TEKS 3.3.C

Students will read and spell multisyllabic words with r-controlled syllables.

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

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

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

Students will read and spell multisyllabic words with the sound-spelling

pattern -en. TEKS 3.2.A.iv; TEKS 3.2.B.iv; TEKS 3.2.D

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

period of time. **TEKS 3.5**

PLAY MOON SHOT (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.
- Move students into pairs. Provide each pair with a Moon Shot Game Board (TR 14.2), Oh No! Cards, and Good to Go! cards (TR 14.3, TR 14.4). Provide each student with a set of Moon Shot Word Cards. (TR 14.1) Provide small tokens as playing pieces.

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



Foundational Skills

Writing

Beginning

Provide students with a personal list of the Unit 5 high-frequency words they have been learning in class. The list will include: those, close, thought, something, stop, got, might, night, light, white, and warm.

Intermediate

While reading, have students search for and write down the words and pages numbers where they found the words they see in their books on a list of Unit 5 high-frequency words. The list of words includes those, close, thought, something, stop, got, might, night, light, white, and warm.

Advanced/Advanced High

While reading, have students write a list of any high-frequency words they have learned from class. The list of words includes those, close, thought, something, stop, got, might, night, light, white, and warm.

ELPS 4.C

Lesson 14 Fluency Assessment

Activity Page 14.1



Challenge

Encourage students to create their own cards for the game containing –en, r-controlled syllables, and the VCCCV pattern and then play again.

Support

Review target spelling patterns from Unit 5 prior to students reading to support their decoding abilities.

- The game instructions:
 - Students will put their playing pieces at the start point on the Moon Shot Game Board.
 - Students take turns drawing one word card at a time.
 - 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 14.1.
- Direct students to choose five words from their cards and write them neatly in cursive on Activity Page 14.1, then choose an additional word to use in a sentence.

SELF-SUSTAINED READING (10 MIN.)

- 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.
- Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Provide suggestions for how students can maintain focus while reading, such as using a finger to track each word as they read.
- Students should keep track of their reading progress using the Self-Sustained Reading Tracker (TR 15.1).

Reading



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

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

UNIT 5 FLUENCY ASSESSMENT

You will work individually with each student and take a running record of the student's oral reading of a text. For this assessment, you will take a simple, easily calculated measure of the student's fluency by seeing how long it takes the student to read the text. Allow each student three minutes to read the story. Students with proficient fluency should be able to complete the text in this amount of time. Instruct students to complete the comprehension questions after reading the text.

- Have one student at a time come to a quiet assessment area to read "The Carnival" with you.
- Ask the student for Activity Page 14.2 (Fluency Assessment) and Activity Page 14.3 (Fluency Assessment Questions).
- Tell the student that you are going to ask him or her to read the story aloud. Before reading aloud, remind students to speak at an appropriate rate and volume.
- Explain that you are going to use a 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 the copy with the student's name using the following guidelines:

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

Activity Pages 14.2, 14.3





Reading

Reading

Beginning

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

Intermediate

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

Advanced/ Advanced High

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

ELPS 2.A; ELPS 4.H

Challenge

Encourage students to reread the passage focusing on improving expression and prosody.

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. 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 14.3. Encourage them to reference the text as they respond.
- Repeat this process for additional students.



Activity Page 14.3: Fluency Assessment

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the Unit 5 W.C.P.M. Calculation Sheet.
- To calculate a student's exact W.C.P.M. score, follow these steps:
 - First, complete the Words section of the W.C.P.M. Calculation Sheet.
 - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where they stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 292 words as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
 - Count the Uncorrected Mistakes noted in your running record. This
 includes words read incorrectly, omissions, substitutions, and words that
 you had to supply. Write the total in the box labeled Uncorrected Mistakes.
 (A mistake that is corrected by the student is not counted as a mistake;
 the student is penalized for the time he or she lost making the correction,
 but not for the initial mistake.)
 - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
 - Next, complete the Time section of the activity page.

- Calculate 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 score 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 Winter, Grade 3
2:35	141	90th
3:05	137	75th
4:05	97	50th
5:55	79	25th
8:00	62	10th

• After you have entered each student's scores on the Unit 5 W.C.P.M Calculation Sheet (TR 14.5), record them on the Grade 3 End-of-Year Summary for each student.

End Lesson

15

Reading & Spelling Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the meaning of and use words with common affixes.

TEKS 3.2.D; TEKS 3.3.C

Students will read and spell multisyllabic words with r-controlled syllables.

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

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

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

Students will read and spell multisyllabic words with the sound-spelling pattern

— -en. ТЕКS 3.2.A; TEKS 3.2.B.iv; TEKS 3.2.D

Reading

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

time. **TEKS 3.5**

FORMATIVE ASSESSMENT

Activity Pages 15.1

Activity Pages 15.2

Reading Assessment

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

Spelling Assessment

TEKS 3.2.B.i; TEKS 3.2.B.iv;

TEKS 3.2.B.v; TEKS 3.2.D



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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Reading Assessment	Whole Group	10 min.	 □ Activity Page 15.1 □ Grade 3 End-of-Year Summary □ Reading Assessment Scoring and Analysis (TR 15.2)
Spelling Assessment	Whole Group	10 min.	 □ Activity Page 15.2 □ Grade 3 End-of-Year Summary □ colored pencils □ Spelling Assessment Scoring and Analysis (TR 15.3)
Reading			
Self-Sustained Reading	Independent	10 min.	☐ recreational reading options ☐ Self-Sustained Reading Tracker (TR 15.1)

Lesson 15 Reading & Spelling Assessment

ADVANCE PREPARATION

Note to Teacher

Today pass out the multi-part Unit 5 Assessment. The reading and spelling portion of the Assessment takes place during the first 20 minutes of this lesson. Once students have completed the assessment, they will have time for quiet recreational reading. Use time in this lesson to finish working with students who did not complete the Fluency Assessment in the previous lesson.

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

Foundational Skills

- Provide colored pencils for students to use when checking and correcting their spelling on Activity Page 15.2.
- As needed, prepare a copy of the optional Unit 5 Tricky Word Assessment and the Unit 5 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.
- Prepare the Self-Sustained Reading Tracker (TR 15.1) for students to record their progress as they read independently.

Universal Access

- Prepare sentence stems to provide to students:
 - I think the story will be about __ because __.
 - This character's situation reminds me of __ because __.
 - When analyzing [character's name], I notice that __, which makes me think .
- Allow students with dysgraphia and other handwriting challenges to use letter tiles or type to spell words.
- To gain additional information about students' mastery of unit skills, provide targeted practice to accelerate learning where errors occurred during the Reading Assessment. Place Activity Page 15.1 in front of the student. Have the student read the line(s) that contained the error. Then ask the student

to point and read the correct word for that line. The student's oral response will indicate whether the mistake was a careless error or if the student needs additional instruction in specific letter-sound correspondences. If the student makes more than six uncorrected mistakes, they are having problems with word recognition and may need more practice decoding specific spellings. Utilize the Pausing Point to provide customized support for these students.

• Invite students to craft an additional ending to one of their texts. Encourage them to use multisyllabic words containing affixes and the sound-spelling pattern –en covered in this unit as they write.

Start Lesson

Foundational Skills



Primary Focus

Students will identify the meaning of and use words with common affixes.

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

Students will read and spell multisyllabic words with r-controlled syllables.

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

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

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

Students will read and spell multisyllabic words with the sound-spelling pattern

→ -en. TEKS 3.2.A; TEKS 3.2.B.iv; TEKS 3.2.D

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.

Activity Page 15.1



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

• Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.

1. circle	6. gorgeous
2. person	7. luckily
3. apart	8. effective
4. support	9. hundred
5. sunny	10. sharpen

SPELLING ASSESSMENT (10 MIN.)

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

1. perhaps	6. marvelous
2. Thursday	7. easily
3. parsley	8. informative
4. transform	9. hamster
5. picky	10. orchard

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: *Darken the room before the surprise party*. 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 with colored pencils, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence. Remind students of the importance of correcting their work and learning from any mistakes.

Activity Page 15.2



Challenge

Invite students to think of and spell other words with the same spelling patterns that were not included on the assessment.



Activity Pages 15.1 and 15.2: Reading & Spelling Assessments

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

Lesson 15: Reading & Spelling Assessment

Reading



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

SELF-SUSTAINED READING

- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as using a finger to track each word as they read.



Check for Understanding

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

End Lesson



 $\textbf{TEKS 3.5} \ \text{Self-select text and read independently for a sustained period of time.}$



Reading

Reading

Beginning

Have students write predictions before reading independently. Provide the sentence frame: "I think the story will be about _ because _."

Intermediate

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

Advanced/ Advanced High

While reading independently, have students analyze a character's actions, dialogue, and interactions with other characters. Use the sentence frame: "When analyzing [character's name], I notice that __, which makes me think __."

ELPS 4.H; ELPS 4.J

Challenge

Encourage students to come up with an addition to the story or another ending. Ask them to draw a picture or write sentences to explain it.

Grade 3 | Unit 5

Pausing Point

This is the end of Unit 5. Analyze the results from the Unit 5 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend two days providing targeted acceleration in the specific areas of weakness. This is also a good time to expand the abilities of students who can go further and need a challenge. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE More Help with R-Controlled Syllables Moon Shot Pages 159, 164 Roll, Flip, Read, Write Pages 159, 173 More Help with Multisyllabic Words and Syllabication VCC/CV or VC/CCV Page 160 Solve the Riddle Page 160 More Help with Accented Syllables Word Sort Dictation Page 160 Accented Syllable Concentration Pages 160, 175 More Help with Suffixes Crossword Puzzle Page 161 Over the Rainbow Pages 161, 176 **More Help with High-Frequency and Tricky Words** Beanbag Toss Page 162 Scramble Sentence Match Page 162 More Help with Reading and Fluency Book Circle Page 163 Fluency Café Page 163

Foundational Skills 5

158

MORE HELP WITH R-CONTROLLED SYLLABLES

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 that can be found at the end of the Pause Point. Provide small tokens as playing pieces.
- Explain that in this game of Moon Shot, the words they will be reading all have r-controlled syllables with one of the spellings they have been focusing on: *er*, *ir*, *ur*, *ar*, and *or*.
- · Review the game instructions:
 - Students take turns drawing word cards.
 - If a student reads the word correctly, he or she can draw a Good to Go!
 card and follow the directions on the card.
 - If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.
 - The first student to make it to the moon is the winner!

Roll, Flip, Read, Write

- Move students into pairs. Provide each pair with a die. Provide each student with their own set of Roll, Flip, Read, Write Word Cards numbered 1–12 on the back of the Roll Flip Read Write Cards can be found at the end of the Pausing Point.
- Review the game directions:
 - Have students lay their cards face down on the table or floor in front of them, careful to keep their cards separate from their partner's cards.
 - To play, have Student A roll the die and then pick up the card that corresponds to the number rolled and read the word on the card aloud to their partner, without showing their partner the card.
 - Student B writes the word in the corresponding column on Activity
 Page PP.1. Instruct students to sort the card based on the sound the 'ar'
 spelling represents, regardless of any other r-controlled syllables present
 in the word.
 - Student A reveals the card and Student B corrects their word placement or spelling, as needed.
 - Play continues until all words have been revealed. Encourage students to discuss and justify their reason for writing the word in the chosen column.



MORE HELP WITH MULTISYLLABIC WORDS AND SYLLABICATION

VCC/CV or VC/CCV

- Have students open to Activity Page PP.2.
- Tell students to read each sentence and syllabicate the bolded word. Then, tell students to write the word either in the "set" column if the word is split VC/CCV or VCC/CV.

Solve the Riddle

- Have students open to Activity Page PP.3.
- Ask students to read the riddles. Then, they will write a word from the word bank that best matches the riddle.
- Direct them to draw a line to divide the syllables in the word.
- Remind them to write neatly, in cursive.

MORE HELP WITH ACCENTED SYLLABLES

Word Sort Dictation

- Have students open to Activity Page PP.4.
- Dictate words aloud, placing emphasis on the accented syllable. Direct students to write the word in the correct column.

discover
understand
recently
animal
remember
repair
disagree
basically

Accented Syllable Concentration

- Provide students with a set of Accented Syllable Concentration cards located at the end of this Pausing Point.
- Shuffle the cards and lay them face down on the table, so there are four rows of four cards each.

Activity Page PP.2



Activity Page PP.3





Have students turn over two cards at a time, aiming to find a match. A match
occurs when the bolded words on two cards share the same accented
syllable. For instance, robot and cabinet match because their first syllables
are accented, while robot and detect do not match.

Note: Words are bolded and placed in context because sometimes the accented syllable changes depending on the sentence context (e.g., the word *present*). This additional context engages students and adds complexity to the task.

- If a student finds a match, he or she may keep the cards so long as he or she has read the words correctly.
- Let the game continue until all matches have been found. The person or team with the most cards is the winner.

MORE HELP WITH SUFFIXES

Crossword Puzzle

- Ask students to turn to Activity Page PP.5.
- You may wish to model how to complete a crossword puzzle by reading the clues and filling in the squares.
- Direct students to complete the crossword puzzle Activity Page PP.5 or have students look at Digital Component 15.1.

Over the Rainbow

- Move students into pairs.
- Distribute the Over the Rainbow Game Board and Over the Rainbow Word Cards to each pair of students.
- Review the game instructions:
 - Have each student take turns choosing from the stack of word cards.
 - The student reads the word aloud and then uses it properly in a sentence to show that they understand its meaning. For example, for the word creative, a student might say, "Artists are very creative because they imagine and make new pieces of art."
 - If the student uses the word correctly in a sentence, they can move on the board to the next space, where they will choose the next word.
- The first one to the pot of gold wins.



MORE HELP WITH HIGH-FREQUENCY AND TRICKY WORDS

• The following box contains all of the High-Frequency Words for Unit 5.

hear	got
saw	might
close	light
those	white
stop	warm

• The following box contains all of the Tricky Words for Unit 5.

carousel	silhouettes
figure	sorry
guitar	

Beanbag Toss

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

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

Scramble Sentence Match

- Ask students to turn to Activity Page PP.6.
- For each picture, have students unscramble the sentence and write it on the line below the picture.



MORE HELP WITH READING AND FLUENCY

Book Circle

- Divide students into groups.
- Have students read any of the Unit 1-4 Readers or an approved trade book.
- Assign students the following roles:
 - Reader Leader: The Reader Leader's responsibility is to read aloud a
 portion of the decodable reader during each book circle meeting. They
 should demonstrate fluency, clear pronunciation, and expressive reading
 to engage the group and enhance comprehension.
 - Discussion Director: The Discussion Director leads the group in discussing key elements of the story, such as characters, setting, plot events, and main ideas.
 - Word Wiz: The Word Wiz focuses on identifying and understanding unfamiliar words encountered during reading. They help the group decipher the meanings of these words through context clues, word analysis strategies, and discussions.
 - Time Keeper: The Time Keeper helps ensure that the book circle stays on track and manages the allotted time for each activity or discussion.
 They use a timer or clock to monitor the duration of reading sessions, discussions, and transitions between roles.

Fluency Café

- Have students select an excerpt from any of the Readers from Units 1–4 to practice for fluency.
- Ask students to read their excerpt aloud to the class.

carpet	copper
forest	garbage
forever	afford
pillar	thirsty
corncob	cedar

girlfriend	northwest
starter	thirty
turkey	backyard
undershirt	occur
butterfly	dirty

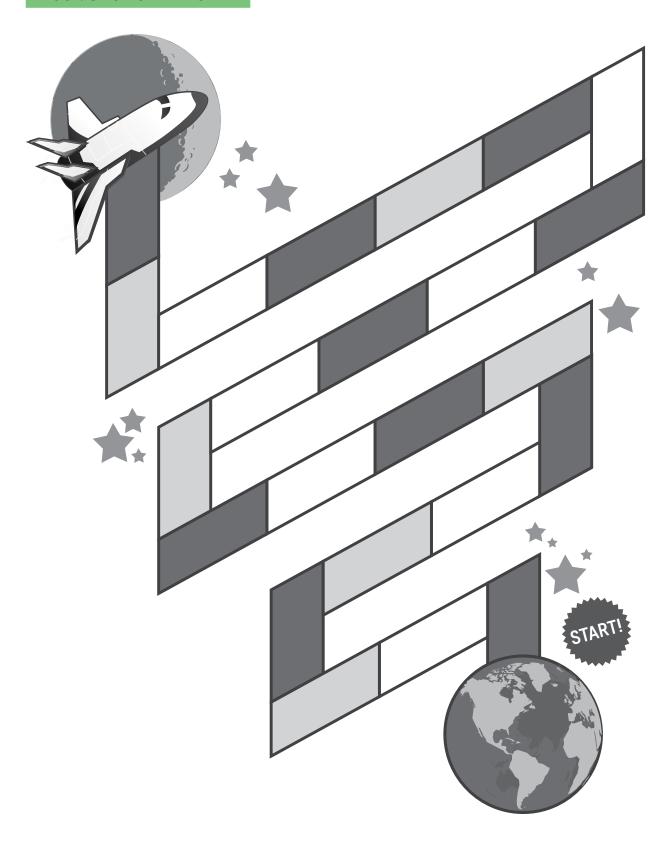
disturb	servant
whirlwind	murmur
observation	portions
nursery	perfect
transformer	furniture

perfume	carnival
carpenter	person
disturbing	confirm
spectacular	softer
closer	return

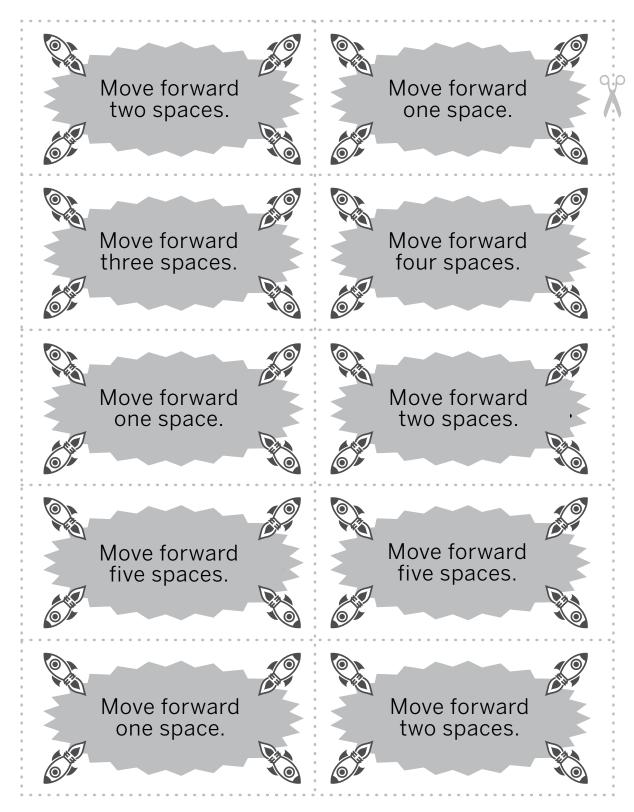
squirrel	partner
understood	squirting
understand	concert
jumpstart	party
surprise	virtual

bursting	pardon
garden	birthday
thirteen	purple
smarter	artist
spider	turning

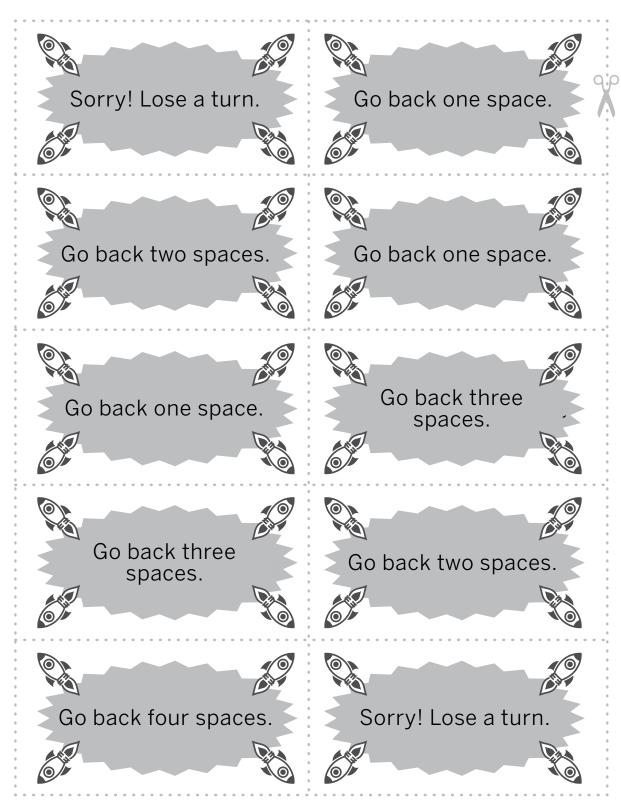
MOON SHOT GAME BOARD



MOON SHOT GOOD TO GO! CARDS



MOON SHOT OH NO! CARDS



ROLL, FLIP, READ, WRITE WORD CARDS

Copy and cut out cards.

farther nectar

garden dollar

carpet lunar

ROLL, FLIP, READ, WRITE WORD CARDS

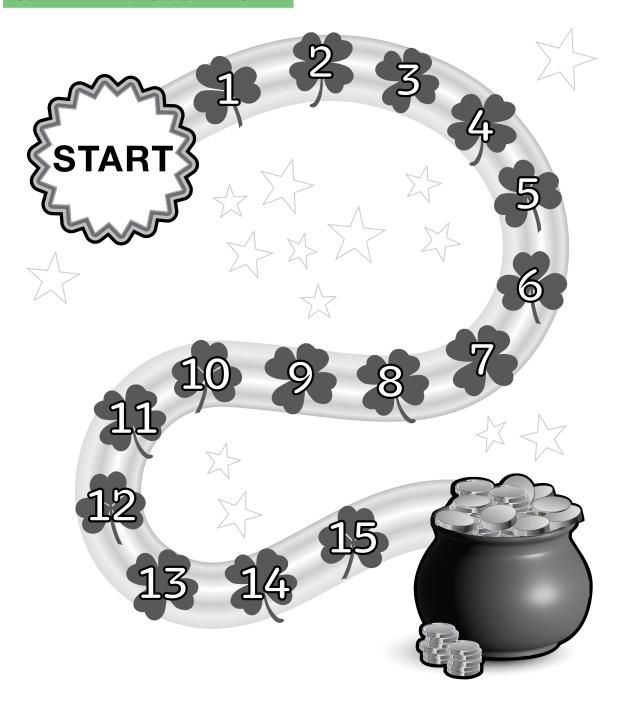
Copy and cut out cards.

farmer caterpillar carnival muscular collar

ACCENTED SYLLABLE CONCENTRATION CARDS

0	
The group presented their project to the class.	We went on a family vacation .
The children exchanged presents to celebrate the end of the school year.	She prefers chocolate over candy.
I breathe deeply when I feel overwhelmed .	l disagree with your opinion.
She sat behind the table .	The elephant remembers everything!
She unfortunately missed the bus.	I felt reluctant to share my games.
The dog barking interrupted my music.	The new students were introduced to the class.
The teacher assigned us a project .	We ran out of paper !
The teacher projected the worksheet on the board.	The computer was loading so slowly.

OVER THE RAINBOW GAME BOARD



OVER THE RAINBOW WORD CARDS

excessive	connective	attractive
supportive	effective	responsive
imaginative	adaptive	impressive
massive	creative	relative
defensive	expressive	comprehensive
active	inventive	inquisitive
informative	protective	passive
deceptive	aggressive	initiative

Teacher Resources

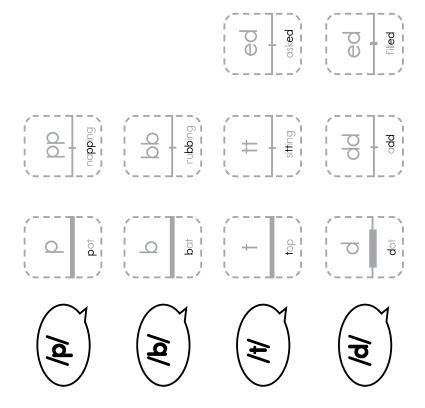
Grade 3 Foundational Skills 5

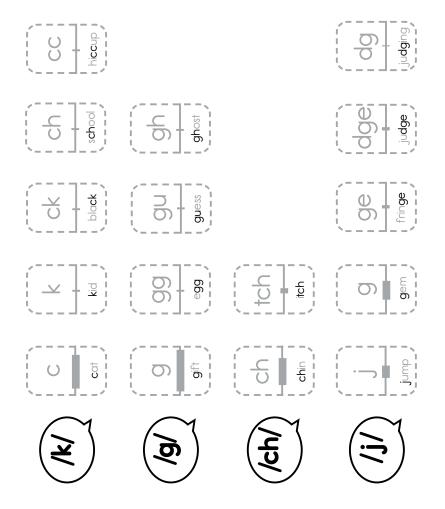
Teacher Guide

Grade 3 | Foundational Skills 5 Teacher Resources

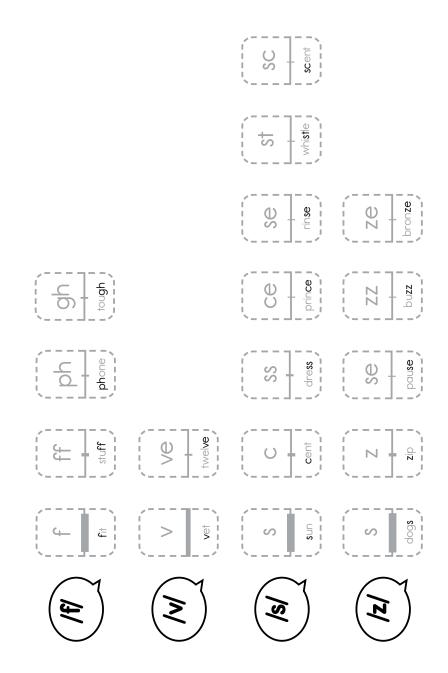
Grade 3 Individual Code Chart
Anecdotal Reading Record
Grade 3 End-of-Year Summary
Grade 3 Foundational Skills Record
Grade 3 Fluency Record
Anecdotal Reading Record – Unit 5
TR 1.1 /er/ Words Chart
TR 5.1 Add Suffix – <i>y</i>
TR 6.1 Add Suffix –ous
TR 8.1 Add Suffix <i>-ly</i>
TR 9.1 Practice Suffix -ly
TR 10.1 Add Suffix –ive
TR 12.1 Accented Syllables
TR 13.1 Mix and Match Suffix Word Cards
TR 14.1 Moon Shot Word Cards
TR 14.2 Moon Shot Game Board
TR 14.3 Moon Shot Oh No! Cards
TR 14.4 Moon Shot Good to Go! Cards
TR 14.5 W.C.P.M Calculation Sheet
TR 15.1 Self-Sustained Reading Tracker
TR 15.2 Reading Assessment Scoring and Analysis
TR 15.3 Spelling Assessment Scoring and Analysis
Additional Support Activity Pages
Unit 5 Tricky Word Assessment (optional)
Unit 5 Tricky Work Assessment List
Activity Book Answer Key
Appendix A: Overview of the Grade 3 Skills Program
Appendix B: Grade 3 Scope and Sequence
Appendix C: Using Chunking to Decode Multisyllable Words
Texas Essential Knowledge and Skills Correlation Chart
English Language Proficiency Standards Correlation Chart

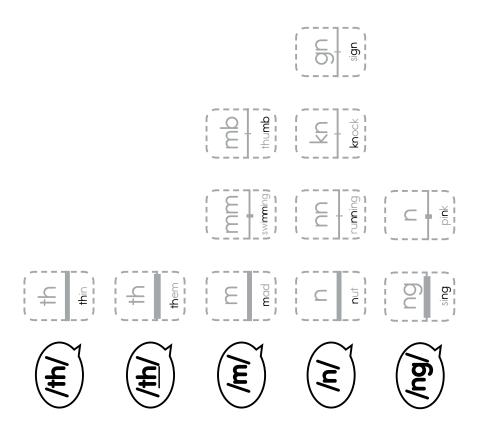
Teacher Resources

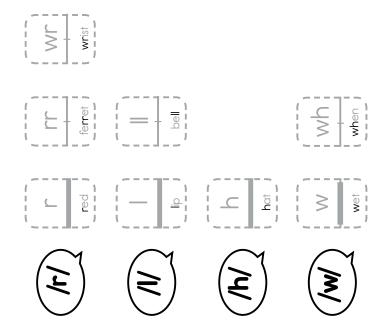




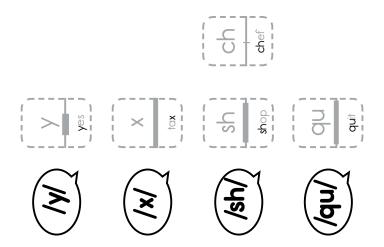
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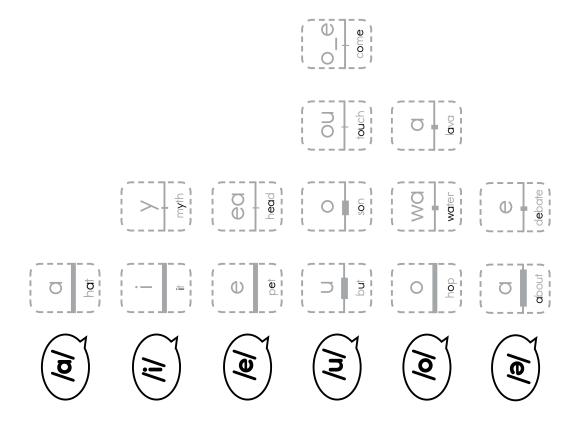


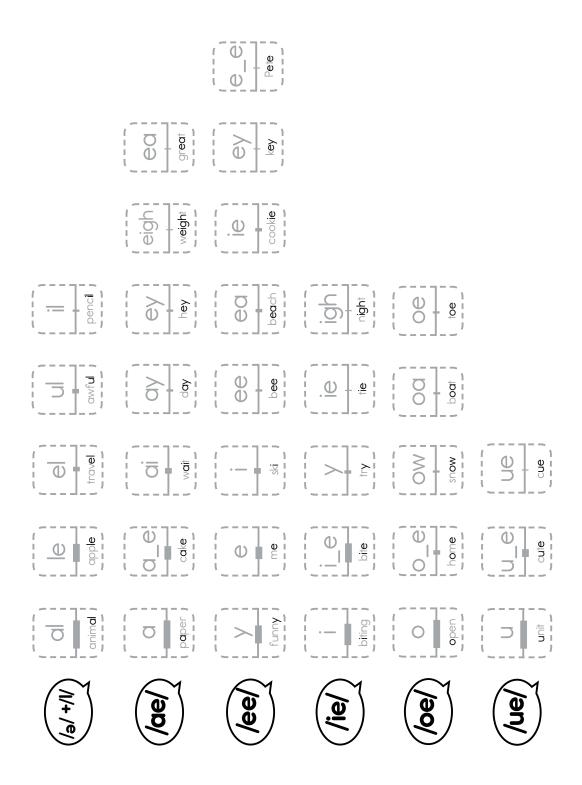




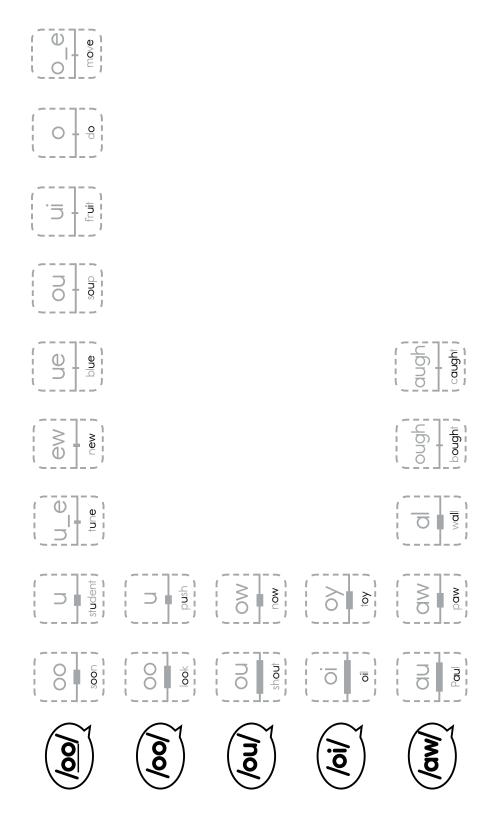


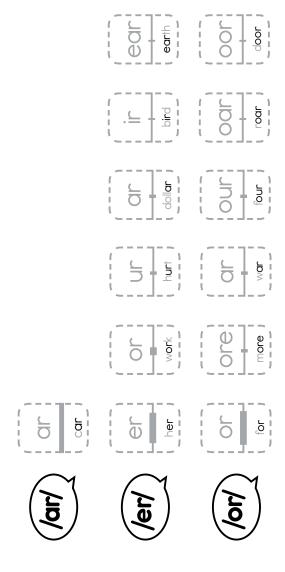






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Grade 3 Anecdotal Reading Record

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 END-OF-YEAR SUMMARY

0										
U10 RA										
U10 FA										
8 A										
9 E										
RA RA										
8 A										
R 7										
FA7										
NA RA										
9 Y										
U5 RA										
Z Z										
2 ₹										
P A										
L3 RA										
E Z										
RA RA										
FA LS										
12 X										
12 12 13 14										
A a										
A P										
<i>a</i> :										
Name										

GRADE 3 END-OF-YEAR SUMMARY (CONTINUED)

9 U10 U10 A FA RA										
()) <										
RA RA										
P P										
RA R										
8 E										
R C										
FPC										
U6 RA										
FA L										
U5 RA										
LA FA										
U4 RA										
4 FA										
U3 RA										
FA FA										
U2 RA										
U2 FA										
R G										
12 E										
₽ B										
₽ 4 4										
Name										

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 Sk	ills									
3.2.A Phonetic Knowledge	1	2	3	4	5	6	7	8	9	10
TEKS 3.2A.i The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.	1234	1234	1234	1234	1234	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	1 2 3 4	1 2 3 4	1234	1234
TEKS 3.2A.iii The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	1234	1234	1234	1234	1234	1234	1234	1234	1234	1234

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

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

Grade 3 Fluency Record

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

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

ANECDOTAL READING RECORD—UNIT 5

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

NAME:_	
DATE: _	TR 1.1

/er/ Words Chart

er	ur	ir	Odd Ducks
offer	surprise	chirping	
concert	burning	twirling	
perfume	surfing	thirteen	
paper	Saturday	swirling	
permit	turnip	virtual	
thermometer	hamburger	squirrel	

NAME:	
DATE.	TR 5 1
DATE:	

Add Suffix -y

Base Word	+ Suffix	= New Word
cloud	у	cloudy
mess	у	
itch	у	
dust	у	
fun	у	
mom	у	
pup	у	
ice	у	
bone	у	
smoke	у	

Add –y	Double the Consonant and Add -y	Drop the Silent 'e' and Add -y

NAME:	
	TR 61
DATE:	

Add Suffix -ous

Base Word	+ Suffix	= New Word
danger	ous	dangerous
joy	ous	
glamor	ous	
humor	ous	
envy	ous	
victory	ous	
mystery	ous	
fame	ous	
nerve	ous	
adventure	ous	

Add -ous	Change 'y' to 'i' and Add <i>-ous</i>	Drop the Silent 'e' and Add -ous

NAME:		_
	TD Q :	1
DATE:	11\ O	T

Add Suffix -ly

Base Word	+ Suffix	= New Word
hopeful	ly	
quiet	ly	
silent	ly	
famous	ly	
sharp	ly	
sleepy	ly	
easy	ly	
lucky	ly	
funny	ly	
sister	ly	
love	ly	
elder	ly	

Add - <i>ly</i> to Adjective to Make an Adverb	Add <i>-ly</i> to Noun to Make an Adjective	Change 'y' to 'i' and Add <i>–ly</i> to Make an Adverb

NAME:	
DATE:	TR 9 1
JAIE:	

Practice Suffix -ly

lazy	greedy
affectionate	elder
surprising	practical
cost	brother
clumsy	

Add <i>-ly</i> to Adjective to Make an Adverb	Add <i>-ly</i> to Noun to Make an Adjective	Change 'y' to 'i' and Add <i>–ly</i> to Make an Adverb

NAME:	
	TR 10.1
DATE:	11/ 10.1

Add Suffix -ive

Base Word	+ Suffix	= New Word
act	ive	
reflect	ive	
support	ive	
effect	ive	
protect	ive	
create	ive	
defense	ive	
investigate	ive	
initiate	ive	
detect	ive	
object	ive	
narrate	ive	
relate	ive	

NAME:	T D 10 1
DATE:	TR 12.1

Accented Syllables

Compound Words

- In compound words, the stress usually falls on the first component.
 - BLACKboard
 - GREENhouse

Parts of Speech

- In nouns and adjectives with two syllables, the stress often falls on the first syllable.
 - TAble
 - beaUtiful
- In verbs and prepositions with two syllables, the stress often fall on the second syllable or later.
 - ∘ to reCALL
 - ∘ to exPLAIN

Prefixes and Suffixes

- Affixes do not usually affect the stress of the base word.
 - unHAPy
 - ∘ reWRITE

NAME:	
DATE:	TR 12.1
	CONTINUED

Suffix Exceptions

- Nouns ending in -sion/-tion, -graphy, -ency/-ancy, -ity, -logy usually have the stress on the syllable before these suffixes.
 - organiZAtion
 - • biOgraphy
 - ° CURRency
 - ∘ eQUALity
 - psyCHOlogy
- Adjectives ending in -ic, -ical, -tial/-cial, -tional usually have the stress on the syllable before these suffixes.
 - ∘ geoGRAPHic
 - poLITical
 - SPEcial
 - eMOtional

TD 40 4
TR 13.1

Mix and Match Suffix Word Cards

create	chose
adventure	act glad
light	sleep
tough	-en
— y	-ous
-ly	-ive

NAME:	
DATE	TR 14 1
DATE:	\ \ \

Moon Shot Word Cards

perfume	carnival
carpenter	person
disturbing	confirm
spectacular	softer
closer	return

NAME:	
DATE:	TR

Moon Shot Word Cards

squirrel	partner
understood	squirting
understand	concert
jumpstart	party
surprise	virtual

NAME:			
DATE:			

 $\mathsf{TR}\ 14.1$

Moon Shot Word Cards

bursting	pardon
garden	birthday
thirteen	purple
smarter	artist
spider	turning

NAME:	
DATE:	TR 14.1
	CONTINUE

Moon Shot Word Cards

carpet	copper
forest	garbage
forever	afford
pillar	thirsty
corncob	cedar

NAME:			
DATE:			

Moon Shot Word Cards

girlfriend	northwest
starter	thirty
turkey	backyard
undershirt	occur
butterfly	dirty

NAME:			
			•
DATE:			

CONTINUED

Moon Shot Word Cards

Copy and cut out cards.

disturb

servant

whirlwind

murmur

observation

portions

nursery

perfect

transformer

furniture

NAME:			
D.4.T.E			
DATE:			

Moon Shot Word Cards

copy and cat out word cards.	Copy and cut out word cards.		
harvest	district		
massive	cloudy		
loudly	cargo		
address	lighten		
dirty	quickly		

NAME:	
DATE:	TR 14.1
	CONTINUE

Moon Shot Word Cards

	500000000000000000000000000000000000000
current	deepen
active	famous
misty	disturb
flatten	creative
dangerous	lovely

NAME:			
DATE:			

Moon Shot Word Cards

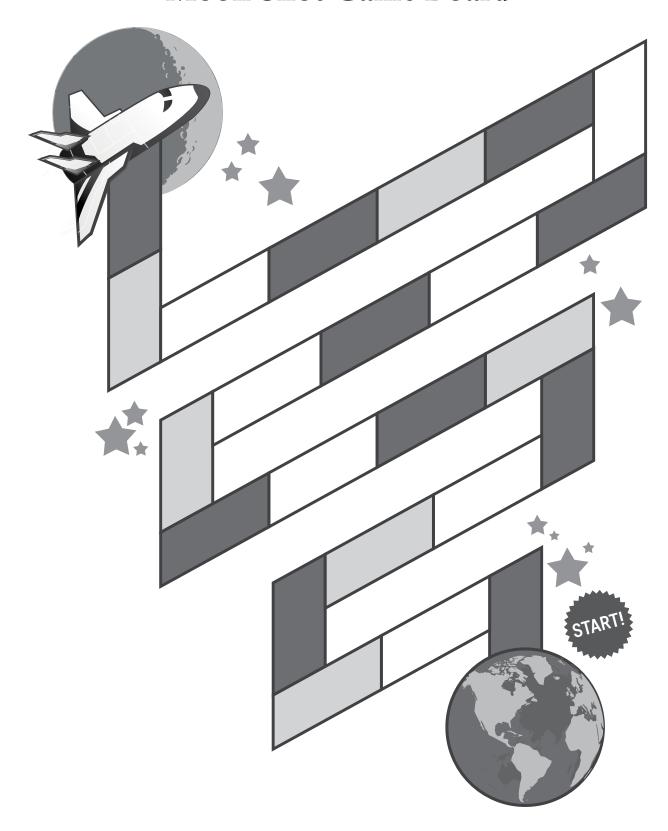
accord	freshen
•	
•	
•	
•	
•	

kingdom	adventurous
---------	-------------

strangely	0 0 0 0	forming
	•	

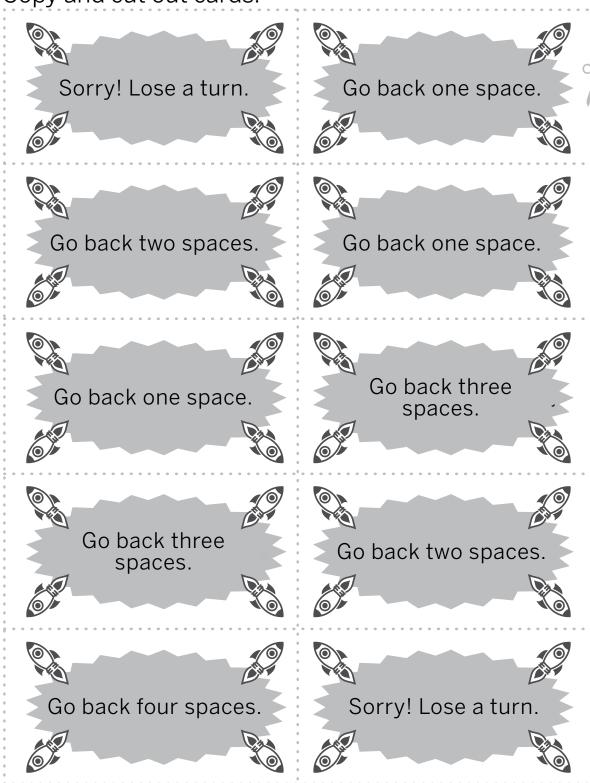
NAME:	
DATF.	

Moon Shot Game Board



NAME:		
DATE:		

Moon Shot Oh No! Cards



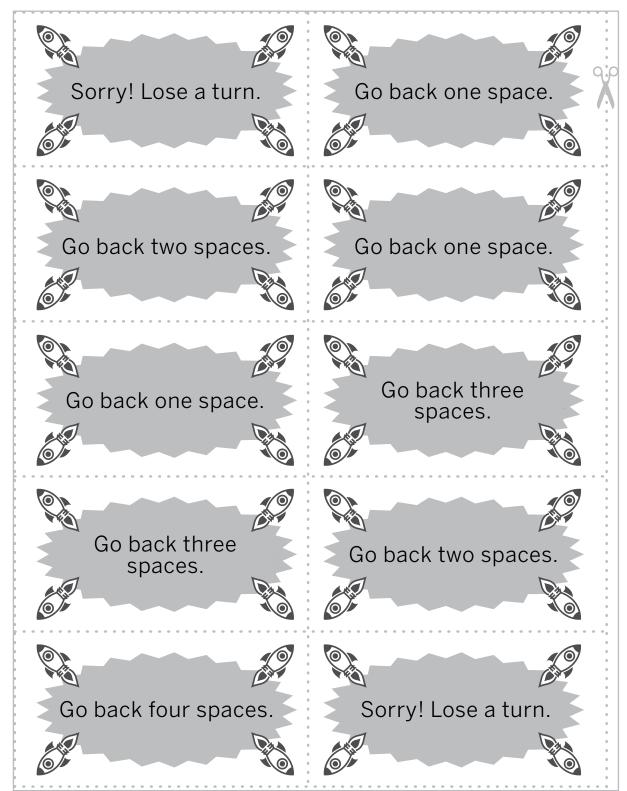
NAME:	
DATE:	TR 14.4
	CONTINUED

Moon Shot Good to Go! Cards

Move fo two spa		Move forward one space.	
Move for three sp		Move forward four spaces.	
Move for one sp		Move forward two spaces.	
Move for five spa		Move forward five spaces.	
Move fo one sp		Move forward two spaces.	

NAME:	
DATE:	TR 14.4
	CONTINUED

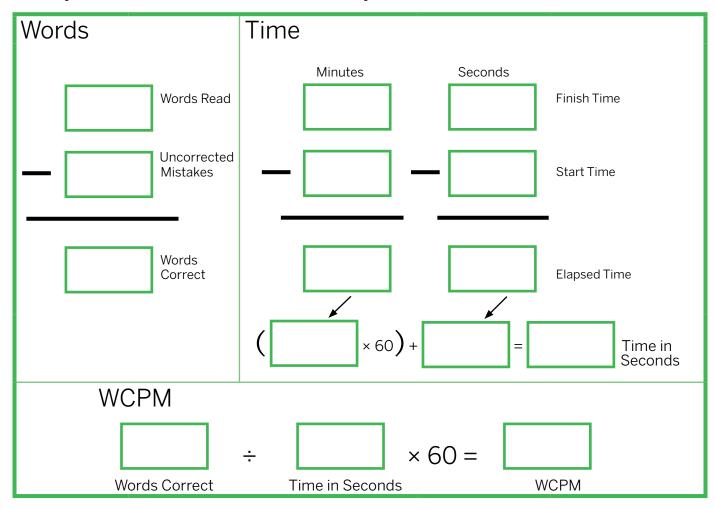
Moon Shot Good to Go! Cards



NAME:	
	TD 1/1 5
DATE:	II\ 1 ' 1.フ

W.C.P.M. Calculation Sheet

Story: "The Carnival" Total words in story: 279



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

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

NAME:		
	TP 15 1	ĺ
DATE:		L

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

TR 15.2

Reading Assessment Scoring and Analysis

The more words a student can read and the farther the student can progress in the assessment, the stronger his or her preparation for the next unit of instruction.

The number of words read correctly indicates the following:

- Students who score 6 or fewer words out of 10 words correctly have minimal preparation for the next unit.
- Students who score 7 out of 10 words correctly have adequate preparation for the next unit.
- Students who score 8 or more words out of 10 words correctly have outstanding preparation for the next unit.

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition.

NAME:	TD 4E 0
DATE:	TR 15.2
	CONTINUE

Reading Assessment Scoring and Analysis

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.

	phonemes	syllables
circle	/s/ /er/ /k/ /ə/ /l/	cir/cle
person	/p/ /er/ /s/ /ə/ /n/	per/son
apart	/ə//p//ar//t/	a/part
support	/sə/ /p/ /or/ /t/	sup/port
sunny	/s/ /u/ /n/ /ee/	sun/ny
gorgeous	/g/ /or/ /j/ /ə/ /s/	gorg/eous
luckily	/l/ /u/ k/ /ə/ /l/ /ee/	luck/i/ly
effective	/ə/ /f/ /e/ /c/ /t/ /i/ /v/	ef/fec/tive
hundred	/h/ /u/ /n/ /dr/ /e/ /d/	hun/dred
sharpen	/sh/ /ar/ /p/ /e/ /n/	sharp/en

NAME:	
	TD 15 3
DATE:	

Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include r-controlled syllables, words that add suffixes, and words with VCCCV spelling patterns.

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

Teacher Resources

NAME:	
	TP 15 2
DATE:	
	CONTINUED

perhaps	R-controlled syllable <i>er</i>
Thursday	R-controlled syllable <i>ur</i>
parsley	R-controlled syllable <i>ar</i>
transform	R-controlled syllable <i>or</i>
picky	Suffix –y
marvelous	Suffix –ous
easily	Suffix – <i>ly</i>
informative	Suffix –ive
hamster	VCCCV Spelling Pattern
orchard	R-controlled syllables or & ar

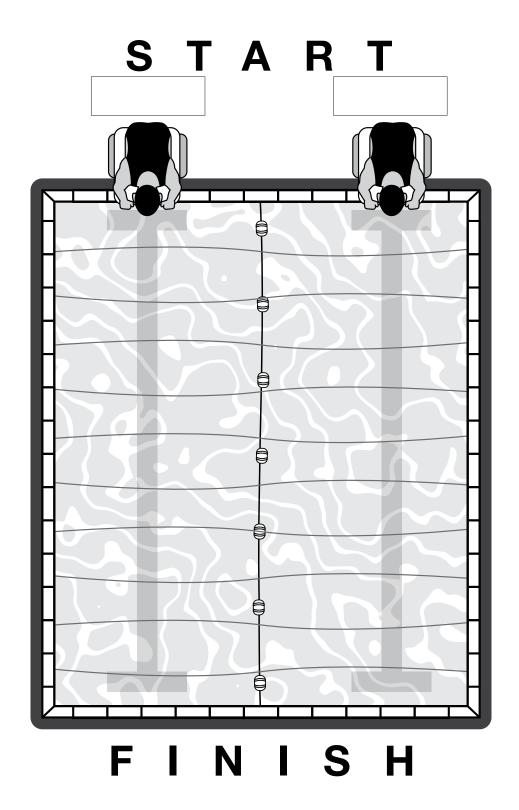
Additional Support Activity Pages

Grade 3

Foundational Skills 5

Teacher Guide

Swim to the Finish Game Board



Swim to the Finish Word Cards

harvest	barking
market	carpenter
carbon	spectacular
artist	grammar
partner	regular

Alien Cards

Copy and cut out cards.



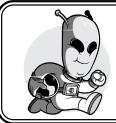
Steal a Card



Steal a Card



Steal a Card



Steal a Card



Steal a Card



Steal a Card



Steal a Card



Steal a Card



Steal a Card



Steal a Card

Comet Cards



Journey through Space Cards

absorb	creator
author	forget
anchor	shorter
orbit	sorted
support	forming

Journey through Space Cards

Copy and cut out cards.

•	
	ctor
•	\sim 101 V
•	story

forget

flavor

monitor

order

conductor

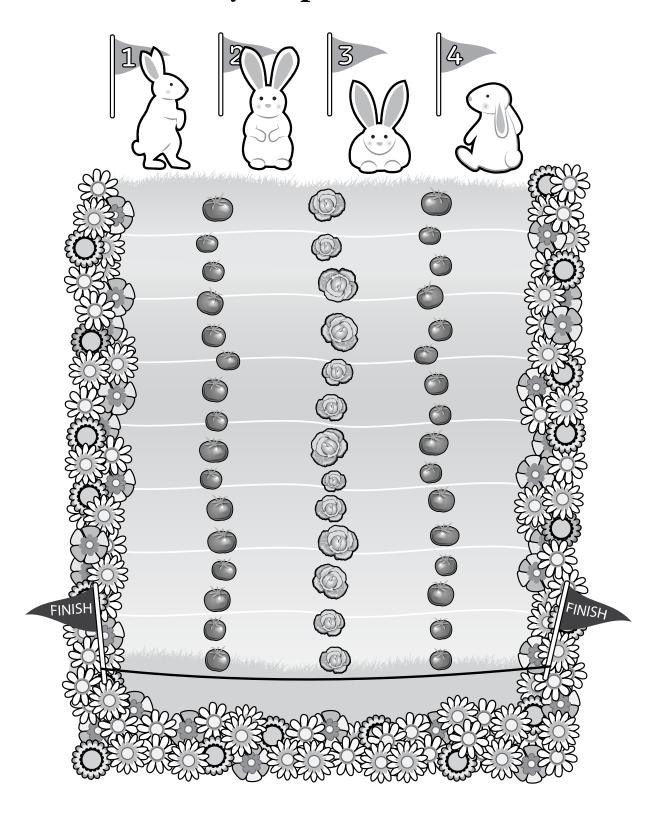
important

janitor

border

performance

Bunny Hop Game Board

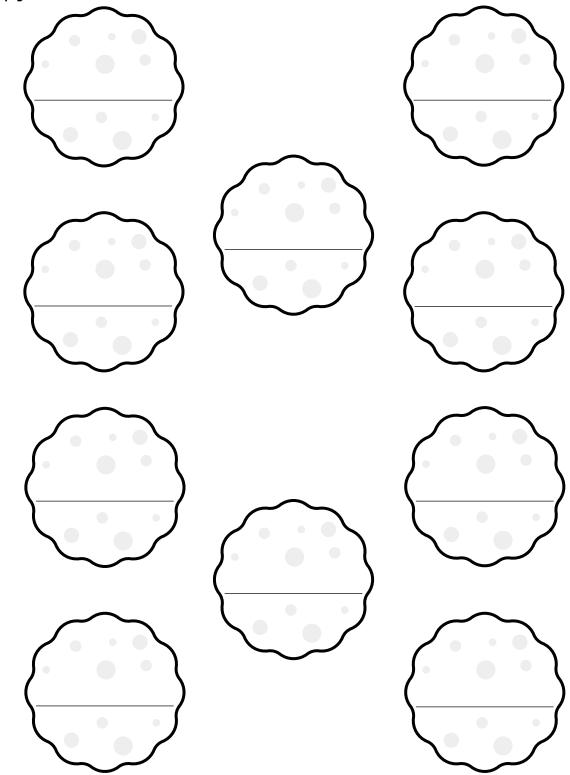


Bunny Hop Word Cards

cloudy	dusty	gloomy	smoky	shiny	lumpy
dirty	tasty	wavy	sandy	salty	bony
misty	windy	sleepy	chatty	rainy	itchy
slimy	gritty	snowy	rocky	crispy	jumpy
noisy	picky	bossy	muddy	sunny	bumpy
funny	scary	icy	thirsty	runny	messy

Word Cookies

Copy and cut out the word cookies.



Listen to the clue. Mark the word that matches the definition.

curiously	eagerly	friendly	instantly
attentively	brightly	thoughtfully	slowly
tiredly	happily	automatically	seamlessly
quickly	peripherally	softly	clearly

Teacher Resources

Listen to the clue. Mark the word that matches the definition.

quickly	brightly	happily	tiredly
peripherally	thoughtfully	automatically	friendly
softly	slowly	seamlessly	eagerly
clearly	attentively	instantly	curiously

Listen to the clue. Mark the word that matches the definition.

brightly	automatically	softly	attentively
thoughtfully	curiously	slowly	eagerly
happily	tiredly	quickly	instantly
peripherally	friendly	seamlessly	clearly

Teacher Resources

Listen to the clue. Mark the word that matches the definition.

quickly	brightly	happily	seamlessly
softly	slowly	friendly	automatically
peripherally	thoughtfully	curiously	tiredly
clearly	attentively	eagerly	instantly

Listen to the clue. Mark the word that matches the definition.

peripherally	quickly	attentively	slowly
thoughtfully	brightly	eagerly	curiously
friendly	automatically	clearly	softly
seamlessly	happily	instantly	tiredly

Teacher Resources

Listen to the clue. Mark the word that matches the definition.

friendly	peripherally	thoughtfully	tiredly
slowly	quickly	curiously	automatically
eagerly	seamlessly	attentively	clearly
brightly	happily	instantly	softly

Suffix -ly Connect Cards

Listen to the clue. Mark the word that matches the definition.

quickly	eagerly	friendly	slowly
curiously	tiredly	peripherally	attentively
happily	seamlessly	thoughtfully	automatically
instantly	brightly	softly	clearly

Suffix -ly Connect Cards

Listen to the clue. Mark the word that matches the definition.

quickly	automatically	instantly	curiously
seamlessly	eagerly	brightly	tiredly
happily	slowly	clearly	friendly
peripherally	attentively	softly	thoughtfully

Suffix –ly Connect Clues

Cut out the cards to create a stack.

Clue: Doing something fast, like running in a race

Answer: quickly

Clue: Wanting to learn or know more about something

Answer: curiously

Clue: Shining or glowing strongly, like a flashlight in the dark

Answer: brightly

Clue: In a sleepless way

Answer: tiredly

Clue: In a joyful and cheerful manner

Answer: happily

Clue: Done without really thinking about it

Answer: automatically

Clue: Seeing Something out of the corner of your eye, even though you're not looking directly at it

Answer: peripherally

Clue: Smoothly and without interruption

Answer: seamlessly

Suffix -ly Connect Clues

Cut out the cards to create a stack.

Clue: In a considerate and careful way

Answer: thoughtfully

Clue: Means taking a lot of time to do something, the opposite of quickly or rapidly

Answer: slowly

Clue: Wanting to do or see something very much, or being excited to do something

Answer: eagerly

Clue: Paying close attention, like listening carefully to a teacher

Answer: attentively

Clue: Being kind and nice to others, like sharing toys

Answer: friendly

Clue: Doing something gently or silently, like tiptoeing past a sleeping cat

Answer: softly

Clue: Easy to understand or see, like reading big, neat handwriting

Answer: clearly

Clue: Happening immediately, like a light turning on as soon as you flip the switch

Answer: instantly

Over the Rainbow Word Cards

excessive	connective	attractive
supportive	effective	responsive
imaginative	adaptive	impressive
massive	creative	relative
defensive	expressive	comprehensive
active	inventive	inquisitive
informative	protective	passive
deceptive	aggressive	initiative

VCCCV Bunny Hop Word Cards

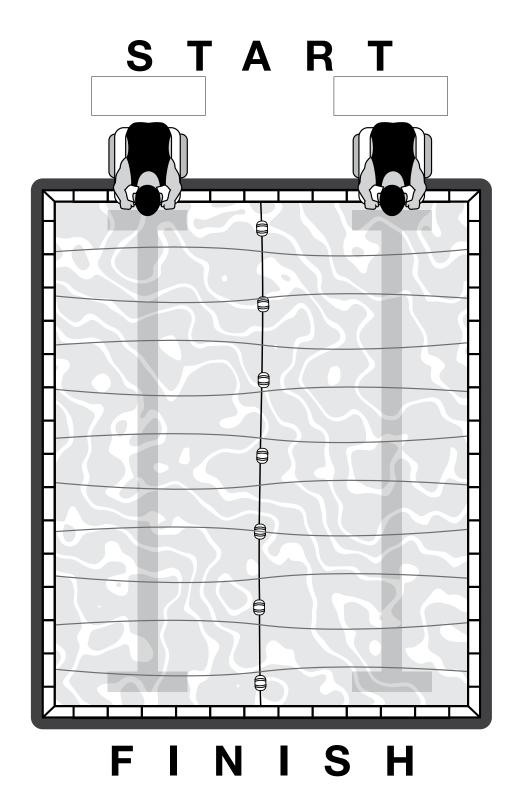
Copy this material with the word on the front and the sentence on the back.

entrance	imprint
contract	attribute
compress	increase
conflict	extract
exploit	incline
address	contrast

VCCCV Bunny Hop Word Cards

The magician can entrance the audience with his amazing tricks.	The artist used a stamp to imprint a pattern onto the clay pot.
When you squeeze a spring, it will contract and then expand again.	One great attribute of my best friend is her kindness to everyone.
After I hurt my knee, the doctor put a cold compress on it to reduce the swelling.	There was a noticeable increase in the number of birds visiting our backyard in the spring.
If your ideas conflict with another person's ideas, you have to compromise.	Mom used vanilla extract to make the cookies taste sweet.
The villain in the movie tried to exploit the superheroes' weaknesses to win the battle.	The hill had a steep incline, making it hard to ride our bikes.
The teacher will address the class about the importance of sharing.	The contrast between the dark sky and the bright moon was beautiful.

Swim to the Finish Game Board



Swim to the Finish Word Cards

Copy and cut out word cards.

brighten	darken
strengthen	whiten
quicken	harden
heighten	moisten
lengthen	flatten

Swim to the Finish Word Cards

Copy and cut out word cards.

stiffen	sharpen
fatten	awaken
deepen	sweeten
tighten	madden
freshen	blacken

Swim to the Finish Word Cards

Copy and cut out cards.

jumpstart	similar
apart	popular
pardon	vinegar
smarter	familiar
marker	triangular

Unit 5 Tricky Word Assessment (Optional)

Student Name: _			
Student Name: _			

Instructions: This is an optional assessment of Tricky Words and high-frequency words reviewed in this unit. At the end of Unit 5, show the student the Tricky Word List which follows this record. Ask the student to read each word from the list, proceeding in order from top to bottom.

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row he or she is reading. As the student completes a row, he or she should slide the paper down just enough to read the next row.

Record the student's performance on each word in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Tricky Word/High	End of Unit 5 Assessment:
Frequency Word	Date
1. hear	
2. saw	
3. close	
4. those	
5. stop	
6. got	
7. might	
8. light	
9. white	
10. warm	
11. carousel	
12. figure	
13. guitar	
14. silhouettes	
15. sorry	

Unit 5 Tricky Word Assessment List

- 1. hear
- 2. saw
- 3. close
- 4. those
- 5. stop
- 6. got
- 7. might
- 8. light
- 9. white
- 10. warm
- 11. carousel
- 12. figure
- 13. guitar
- 14. silhouettes
- 15. sorry

ACTIVITY BOOK ANSWER KEY

Reading and	Dictation	Listen to the words that words neatly in cursive		cher say. Write the
Underline the letters in the words make the /er/ sound.	and sentences below that	er	ir	ur
1. soft <u>er</u>		remember	squirrel	surprise
2. conf <u>ir</u> m		understanding	birthday	disturbed
3. prop <u>er</u> ty				ļ.
4. current		Write two sentences us		
5. turning6. circus		Use at least two of these in cursive, leaving space <u>I remember my fire</u>	e between words. st time at the cir	cus.
5. turning		in cursive, leaving spac	e between words. st time at the cir	cus.
5. turning6. circus		in cursive, leaving space <u>I remember my fir</u>	e between words. st time at the cir	cus.
5. turning6. circus7. The power went out.		in cursive, leaving space <u>I remember my fir</u>	e between words. st time at the cir	cus.
5. turning6. circus7. The power went out.		in cursive, leaving space <u>I remember my fir</u>	e between words. st time at the cir	cus.

	Reader Response
	st three of the words in the Word Bank to answe on below. Write neatly in cursive, leaving space ords.
Th	nursday birthday everyone interesting
turned	water squirting surprise conce
squirrel	turning corner disturbed softe
	remember understanding power
	r compared Marcus and Corry's walk to a concert because they heard many
<u>interesting</u>	g sounds on their walk. They heard <mark>wate</mark>
	after a car passed them. The also heard
<u>spiasning</u>	
	round the corner and a dog barking.
	round the corner and a dog barking.

	Wrap U	^J p
definition of		rds from the Reader. Find the er using the dictionary. Write lle illustration of the words.
Word	Definition	Illustration

Use at least two of the Word Bank words from the Reader to answer the question below. Write neatly in cursive, leaving space between words.

Marcus guitar warm park start started

How have your experiences with music and sounds been similar or different to the boys in the text?

Mry experiences with music have been similar and different from Marcus and Corry's. I have also played a guitar in music class but I haven't ever listened to music in a park.

			2.2 Take-Ho
	ice with r-Co		lables
Dear Family Memb	er,		
spelled with <i>er, ir, ur</i> your student circle o	n practicing reading vor, and <i>ar</i> . Practice read r highlight the spelling the spelling ce neatly in cursive for	ding each word in the ng for the /er/ sound	e columns, and hav in each word below
er	ir	ur	ar
herself	swirling	turkey	target
perfectly	confirm	purple	partly
number	skirmish	further	market
scattered	smirking	Thursday	artist
dinner	thirty	returning	marching

1. <u>Answers may vary</u>	
2. Answers may vary.	
3. <u>Answers may vary</u>	
4. Answers mary varry	
	Foundational Skills 5

DAT	E: 3.1 Activity P
	Reader Response
	swer the question below. Write neatly in cursive, leaving ace between words.
1.	What did Marcus and Cory encounter and experience at the garden party?
M	arcus and Cory encountered many sounds at the
pa	rty. They heard people talking and glasses clinking.
The	ry also heard a guitar being played. They learned
	out how instruments produce sound and were
	pired to make their own
_	
Foundat	ional Skills 5

NAME:		— 3.2 Take-Hor
DATE:		_ 3.2 ****
;	Special Sound <i>at</i>	r
Dear Family Member,		
circle it. Then, they should	read the centences and write	
column that fits the <i>ar</i> soun the first sentence. They wou in the word. If it sounds like /ar/ carpool. If it sounds like	nd in the word. For example, ald circle the ar and listen to e the /ar/ in carpool, they we e /er/ in scholar, they would antly in cursive.	with the word carnival in what <i>ar</i> sound it is making ould write carnival under write carnival under /er/
column that fits the <i>ar</i> soun the first sentence. They wot in the word. If it sounds like	nd in the word. For example, ald circle the ar and listen to e the /ar/ in carpool, they we /er/ in scholar, they would aatly in cursive.	with the word carnival in what <i>ar</i> sound it is making ould write carnival under write carnival under /er/
column that fits the <i>ar</i> soun the first sentence. They wou in the word. If it sounds like /ar/ carpool. If it sounds like	nd in the word. For example, ald circle the ar and listen to e the /ar/ in carpool, they we e /er/ in scholar, they would antly in cursive.	with the word carnival in what <i>ar</i> sound it is making ould write carnival under write carnival under /er/

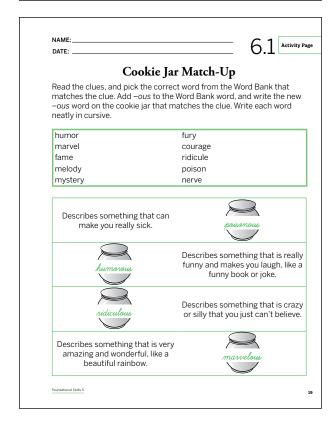
	popular
very popular at school. 6. We looked at the stellar	popular
stars in the night sky on a cool evening.	stellar

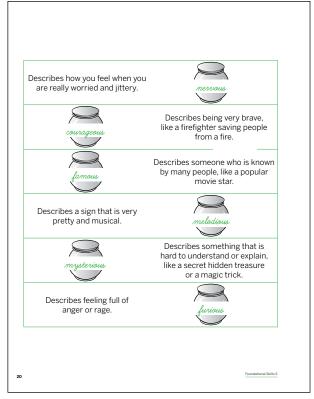
to make it sweet, but she enjoys hers without it.		sugar
I found a shiny marble and a wooden button on the playground today. Mom put sugar in my tea	marble	(1)22
The cougar is a strong and fast animal that is good at navigating the wild.		cougar
beautiful picture of a sunset over the horizon.	artist	
 The artist painted a 		

allered an Marchan Land and December	ays aloud words from the Reader ite the seven words your teacher:
	ber to write in cursive.
1. <u>absorb</u>	5. <u>works</u>
2. <u>armor</u>	6. ordered
3. <u>forget</u>	7. <u>border</u>
4. important	
Answer the question about <i>Adven</i> word with an r-controlled <i>or</i> from that you used in your sentence. V	the Word Bank. Underline the or
Answer the question about Adverword with an r-controlled or from that you used in your sentence. V between words.	the Word Bank. Underline the <i>or</i> /rite neatly in cursive, leaving spa
Part 2 Answer the question about Adveword with an r-controlled or from that you used in your sentence. V between words. What does Marcus mean whe forget to protect them"?	the Word Bank. Underline the <i>or</i> /rite neatly in cursive, leaving spa
Answer the question about Adverword with an r-controlled or from that you used in your sentence. V between words. What does Marcus mean whe forget to protect them"?	the Word Bank. Underline the or vrite neatly in cursive, leaving spa en he says, "We can't afford to
Answer the question about Adverword with an r-controlled or from that you used in your sentence. V between words. What does Marcus mean whe forget to protect them"?	the Word Bank. Underline the or Vrite neatly in cursive, leaving spa en he says, "We can't afford to hearing is too important
Answer the question about Adverword with an r-controlled or from that you used in your sentence. V between words. What does Marcus mean whe forget to protect them"? Marcus means that their	the Word Bank. Underline the or Vrite neatly in cursive, leaving spa en he says, "We can't afford to hearing is too importan

Comp	lete the Story
	suffix -y to the base words to turn se the adjectives to fill in the blanks to atly in cursive.
Base Word (Noun)	Add the Suffix -y (Adjective)
rain	rainy
mess	messy
sun	sunny
thirst	thirsty
hair	hairy
scare	scarry
mud	muddry

Dandar	Response
	•
	ntures of Marcus and Cory using a Nord Bank. Write neatly in cursive,
cloudy	gloomy
icy	dirty
misty	thirsty
snowy	noisy
dusty	windy
sunny	
around them"?	ence, "They heard the world m birds and wind and
	m birds and wind and
other things in nature.	
other things in nature.	
other things in mature.	
other things in mature.	





NAME:	6 1 Activity Page	NAME:	
DATE:	CONTINUED	DATE:	/.⊥∟
At the end of the chapter, we read: "They also learned	d shout the	Reader	Response
glorious northern lights and fireflies." What word from lars would best replace the word glorious in that sent marvelous Write a sentence showing your understanding of the wordnose. Write neatly in cursive, leaving space between with the colors of the sunset were marvelous. The colors of the sunset were marvelous.	n the cookie ence? ord you ords.	In this lesson, we have discuss suffix in each of the words in t two sentences, each with one Bank. The sentences should re of Marcus and Cory. Write nea between words. Cautious Various gorgeous enormous numerous A rainbow can have various A rainbow can have various and white paint mixed, ry	he Word Bank. Then create of the words from the Word elate to the Reader, Adventu tly in cursive, leaving space marvelous continuous meticulous humorous rigorous
Foundational Skills X	21	Foundational Skills 5	

Complete the Story Use the rules for adding the suffix -ly to the base words to turn them into adverbs or adjectives. Use them to fill in the blanks and complete the story. Write neatly in cursive. slow happy quick skillful careful curious proud day bright Max was an adventurous boy with a big imagination, which took him to new places ________. One day, he built a spaceship out of an old cardboard box. He painted it with yellow, orange, and blue. When Max finished, he looked at his spaceship <u>proudly</u>, thinking about his work. The colors shone __ ___. He was ready for his adventure! He got into the spaceship and pretended to fly <u>skillfully</u> through space, dodging comets and meteors. His dog, Buddy, watched him <u>curiously</u> tilting his head from side to side and wondering what

he was doing. Max pretended to land on the mod stepped out <u>carefully</u> to avoid stepping rocks.	
As the sun began to set, Max and Buddy walked meslowly, tired after their long jour they got home, Maxhappily told his rabout his adventure. That night, Max fell asleepquickly, dreaming of his next courage adventure in space.	ney. When nom all
Pick one of the words ending in the suffix –ly. Write an origi for the word. Write neatly in cursive, leaving space between The turtle walked slowly across the field.	

NAME: 8.0	2 Activity Page
Reader Response	
Add the suffix $-ly$ to each base word to make a new word.	
thoughtful + ly = <u>thoughtfully</u>	
eager + ly = <u>eagerly</u>	
attentive + ly = <u>attentively</u>	
flawless + Iy = <u>flawlessly</u>	
thankful + ly = <u>thankfully</u>	
interesting + Iy = <u>interestingly</u>	
amazing + ly = <u>amazingly</u>	
curious + ly = <u>curiously</u>	
peripheral + ly = <u>peripherally</u>	
Franciscoal Salts 5	
Four-dational baris 5	27

visi tha	w might the boys feel about their eyes at the end of the museum t? Use at least one of the new words in each of your sentences t relate to what you read. Write neatly in cursive, leaving space ween words.
1.	The boys feel thankful they have eyes to see the world
2.	Corry and Marcus found the glasses interesting.

DATE:	
Wra	p Up
After reading chapter 8, think about a scientist. Write your own story at should include four or more senter the Word Bank in your story. Reme leaving spaces between words.	oout being a scientist. Your sto nces. Use at least two words fr
curiously	individually
eagerly	intently
evenly	surprisingly
excitedly	happily

DATE:		10.1
	Word Mata	rix
		words. Use base words from ate neatly in cursive on the
Prefix	Base Words	Suffix
un-	тем	-у
dis-	act	-ly
mis-		-ive
re-	nerve	-ous
pre-	joy	
. <u>messy</u> . <u>react</u> . <u>unnerv</u>	e	
I. <u>joyous</u>		
	Word Matrix words, and cr unctuation. Write neatly ir	
She raised H	her hand to react to	the ball coming
towards her		

NAME:	10.0
DATF:	Take-Home

Complete the Story

Dear Family Member,

Your student has been learning about adding the suffix -ive. Add the suffix -ive to the base words to turn them into adjectives. Then, your student will use them to fill in the blanks and complete the story. Remind them to write neatly in cursive.

Your student will have one word left over. Have them use it to write an additional sentence at the end of the story. Write neatly in cursive, leaving spaces between words.

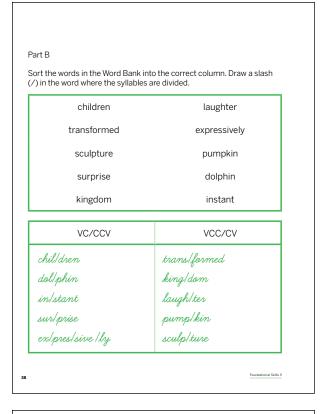
Base Word (Verb)	Add the Suffix –ive (Adjective)
attract	attractive
effect	effective
create	creative
invent	inventive
act	active
impress	impressive

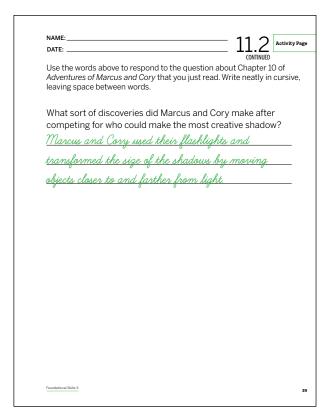
Marcus was an __inventive__ boy who liked to build gadgets and design things in his free time. One day, he created a small robot that could help carry books. He made it look very __attractive__ by giving it shiny blue paint and flashing lights. His friends thought his creation was very __impressive_ because it was not easy to build something like that. For the school science fair, Marcus decided to display his robot. He was very busy and __active__ at the fair, demonstrating many times how the robot worked and explaining its design to everyone passing by. The judges were impressed by how Marcus made something so useful and complex. He won a special award for being __creative__ and using his imagination to make something new.

The word left over should be effective.

DATE	· 11.1
	Syllable Spelling Patterns
	e each word that the teacher recites. Draw a slash (/) in the word re the syllables are divided. Write neatly in cursive.
1.	back/yard
2.	trans/formed
3.	flash/lights
	extprestsivetty
5.	<u>sur/pris/ing/ly</u>
6.	Write the sentence that the teacher recites. Write neatly i cursive, leaving spaces between words.
The	hikers ventured into the dark cave, with their sturdy
<u>hik</u>	ing boots and flashlights to illuminate their path
	,

F	Reader	Response	
Part A			
Sort the words in the Wor (/) in the word where the			umn. Draw a slash
hallway	rec	kless	sandwich
explain	hun	dred	address
VC/CCV		VC	C/CV
ex /plain hun /dred ad /dress		reck /less sand /wich hall /way	
hun/dred		sand/wich	
ad /dress		hall/way	





DATE:			_ 11.3 Tai
	Unscramb	le the VCCCV	Words
Dear	Family Member,		
studer word about VCCO divisio	at read the incomplete sent hat fits in the sentence. As words with the VCCCV p CV (Vowel, Consonant, Co	bout words with the VCCO ence then unscramble the l k your student to share wh attern. Answers may inclue onsonant, Consonant, Vow (VC/CCV). In other word C/CV).	etters to reveal a VC at they have learned le that words with th el) words sometimes
	my time to play.	homework before o	linner so I have
	eoplcmte	com/plete	
	The balloon will	if we ke	ep blowing air
	into it.		

3.	Water is a	that can be lic	quid, solid, or gas.
	ntesabcus	sub/stance	
4.	Thevegetables.	at the store sells fru	its and
	chanmert	mer/chant	
5.	I will a nev	w book with my allov	vance.
	sparechu	pur/chase	
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1. exploit

2. contrast

Identify the VCCCV word in each sentence, segment the syllables by drawing a slash, and then circle the accented syllable.

- 3. I had to compress my clothes to fit them all in my suitcase.
- 4. There was a small conflict at recess because two friends wanted to play different games.
- 5. We waited for our cousins at the entrance of the zoo.

Listen as the teacher dictates VCCCV words. Draw a slash to segment the syllables, and circle the accented syllable. Write neatly in cursive.

- 6. contract
- 7. iŋ/cline

Foundational Skills

NAME:

DATE: _

12.2 Activity Page

Reader Response

Use words from the Word Bank in your response to the question based on Chapter 11 of Adventures of Marcus and Cory. Write neatly in cursive, leaving spaces between words.

laughter	entrance	surprised
contrast	hundreds	explained
address	athletic	

Based on what you have read so far in Chapter 11, describe the experience that Marcus and Cory have at the amusement park. Be sure to use evidence from the text to support your answer.

Marcus and Cory hear so much laughter from the people at the park. The contrast between the brightness of the park's lights and the darkness of the sky is amazing. The boys want to address their curiosity about lights and sounds in the park, so they start

Foundational Skills

taking notes. At one point, Marcus becomes entranced by the lights of the roller coaster. They are surprised by the big sound of the live band beginning to play on stage.

Listen as the teacher dictates VCCCV words. Draw a slash to segment

the syllables, and circle the accented syllable. Write neatly in cursive,

During science class, we learned how to ex/tract juice

leaving space between words.

from an orange.

NAME:	101	
	1 - 1	Activity Page
DATE:	TO.T	

Mix and Match Suffixes

Add a suffix from the ones we have learned in this unit (-y, -ous, -ly, and -ive), to each base word to create an adjective or adverb. Use the Mix and Match Cards to add other affixes and create new words with the same base. Use a dictionary to record the definition of any two of the adjectives or adverbs.

Base Word	–en, −y, –ous, −ly, −ive	New word	New word
create	creative	creatively	
chose	chosen	unchosen	
adventure	adventurous	adventurously	
act	active	actively	
glad	glad	gladden	gladdened
light	lighten	enlighten	enlightened
sleep	sleepy	sleepily	
tough	toughen	toughed	toughening

Foundational Skills 5

Write two sentences neatly in cursive with spaces between the words. Each sentence should include one of the words from the chart above.

- 1. gladden: to cause to be happy or pleased
- 2. toughen: to make or become stronger

Foundational Skills S

Exit Ticket

Use words from the Word Bank in your answer to the question based on *Adventures of Marcus and Cory*. You may change the tense of a word. Write neatly in cursive, leaving space between words.

	brighten	listen	quicken	soften
l	sweeten	strengthen	widen	harden
l	darken	sadden	tighten	frighten

1. What details from the text show the reader that Marcus and Cory enjoyed the fireworks?

Marcus and Cory were not frightened by the firework, instead they felt their weekend was brightened. On page 89, it says they enjoyed the fireworks display and their bond strengthened while watching them

Foundational Skills 5

NAME:_______ 13.3 Take-Home

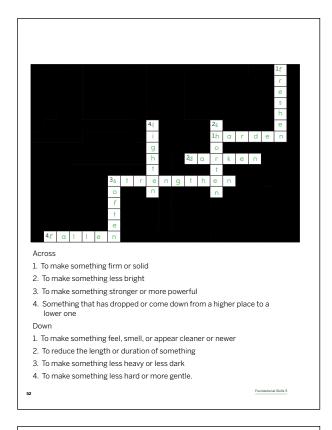
Suffix -en Crossword Puzzle

Dear Family Member,

Your student has been learning about words with the VCCCV pattern. Have your student read the incomplete sentence then unscramble the letters to reveal a VCCCV word that fits in the sentence. Ask your student to share what they have learned about words with the VCCCV pattern. Answers may include that words with the VCCCV (Vowel, Consonant, Consonant, Vowel) words sometimes have division after the first consonant (VC/CCV). In other words, the division happens after the second consonant (VCC/CV).

Base Words	Add Suffix -en	New Verbs
short	-en	shorten
fresh	-en	freshen
hard	-en	harden
soft	-en	soften
dark	-en	darken
light	-en	lighten
strength	-en	strengthen
fall	-en	fallen

Foundational Skills

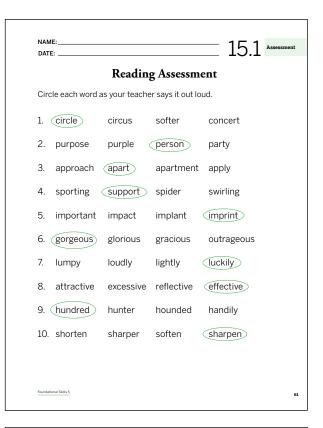


	te five of the words from the word cards you drew during the game te neatly in cursive.
1.	<u>Answers may wary</u>
2.	Answers mary vary
3.	Answers may wary
4.	Answers may vary
5.	<u> Отмен тау ману</u>
	ose another word from the word cards, and use it in a sentence. te neatly in cursive, leaving space between words.
6.	Answers may wary
	-

	Fluency Assessment Questions
Cir	cle the letter of the correct answer.
1.	What is the most likely reason Juan and Julia were excited about the carnival?
	A. The carnival comes to their town every week and has fun rides.
	B. Juan and Julia have never been to a carnival before.
	C. The carnival comes only once a year and has rides, games, and treats.
	D. Juan and Julia wanted to go on the big fast rides first.
2.	What can the reader infer about Julia based on her response to Juan in paragraph 4?
	A. Julia wanted to ride the big rides first.
	(B.) Julia did not want Juan to know she was scared of big rides.
	C. Julia wanted to find something to eat before getting on rides.
	D. Julia did not want to ride any of the rides.

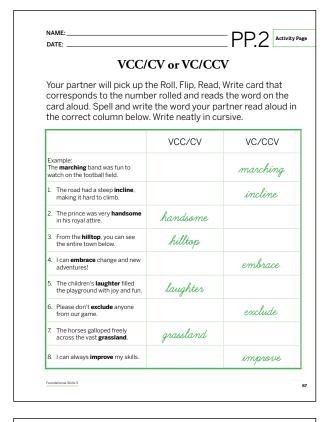
3. What do Julia's and Juan's words and actions in paragraph 7 show about their experience at the carnival? A. Their words and actions show they did not enjoy the В. Their words and actions show they loved eating the best. C. Their words and actions show they wanted to play more games. D. Their words and actions show they are ready to go home. 4. What does the word conquered mean in the sentence, "By the end of the day, they had conquered all the rides"? exhausted (B.) finished C. demolished D. started 5. In what order did Juan and Julia participate in activities at the carnival? ate, watched people perform, _ A. went on some big rides (B.) played games C. got another delicious bite of food D. went home

NAME: 14.3 Assessment 6. How did Juan and Julia win their prizes? A. They clapped and cheered loudly. B. They rode small rides and big rides. C. They threw darts and juggled. D. They threw bean bags and squirted water at rubber 7. What is one prize Juan and Julia did not win? A. candy B. stuffed animals C. popcorn D. toys 8. How did Juan and Julia feel at the end of the story? A. tired and bored (B.) happy and excited C. sad and tired D. hungry and thirsty



	E:	15.2
	Spelling Assessment	
Writ	e each word neatly in cursive as your teacher sa	ays it out lou
1.	perhaps (r-controlled)	-
2.	Thursday (r-controlled)	_
3.	parsley (r-controlled)	-
4.	transform (r-controlled)	_
5.	picky (suffix)	_
6.	marvelous (suffix)	-
7.	easily (suffix)	=
8.	<u>informative</u> (suffix)	-
9.	hamster (VCCCV)	=
10.	contrast (VCCCV)	-
Sent	tence <u>Darken the room before the surprise p</u>	arty.
_	(suffix -en; r-controlled)	

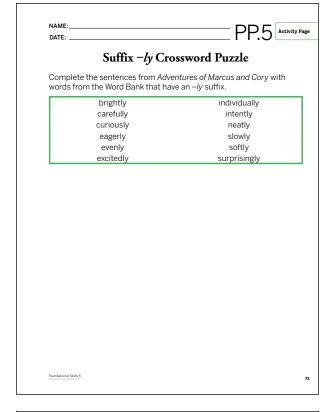
the correct column below. Write	
/ar/ Sound	/er/ Sound
army carnival	spectacular lunar
carnival	lunar
partake	muscular

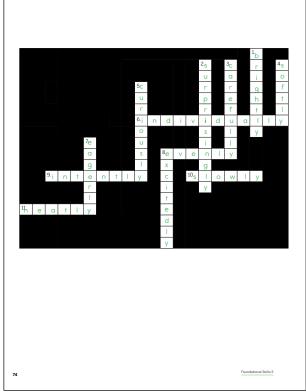


	00110 011	
		word from the word bank that a line to divide the syllables.
Г	teamwork	maintain
	sleeping	birthday
	refuel	payment
		r we play, Helping each other
	_birth/dary	r we play, Helping each other d called?
 2. 3. 	Together we work, together every day. What's our bond	r we play, Helping each other d called?
2.	Together we work, together every day. What's our bond team/work When you buy, you give this	r we play, Helping each other d called? s in return. For what you get, it's

4.	Eyes closed tight, dreams take flight, Resting through the silent night. What am I doing?
	_sleep/img
5.	For cars to go, this they need, Like taking a drink to give them speed. What does the car do?
	_re/fuel
6.	Keeping things right, keeping things clean. Fixing problems that are seen. What word am I?
	main/tain
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	t in each word your te correct column. Write	
First Syllable Accented	Second Syllable Accented	Third Syllable Accented
recently	discover	understand
recently animal	remember	disagree
basicly	repair	

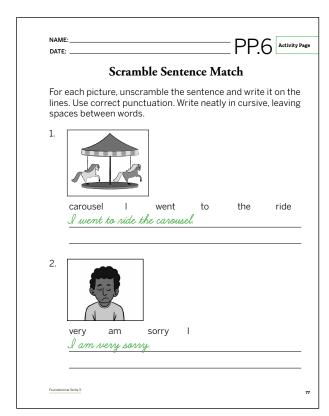


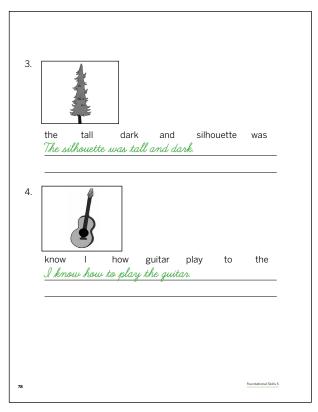


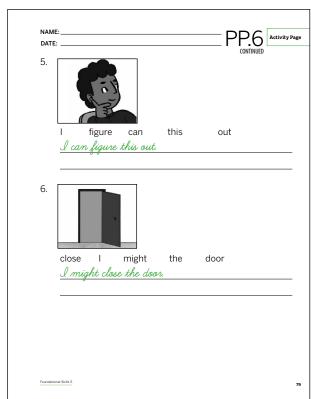
	ME:PP5 Activity
DA	TE: I I . J
	ross
6.	The boys looked at many objects, observing each one <u>individually</u> .
8.	"The light spreads out <u>evenly</u> and makes everything look so clear."
9.	They focused <u>intently</u> as they recorded the information they saw.
10	. They moved <u>slowly</u> and made sure they got all the details.
	The boys made a map of their observations, <u>meathy</u> noting each scovery.
Do	own
1.	The beams passed through the lenses and created a <u>brightly</u> lit circle
	Soon, they realized time had passed <u>surprisingly</u> quickly.
in	They <u>carefully</u> laid out their magnifying glasses on the wooden table the backyard.
4. nig	Cory and Marcus kept exploring until the stars twinkled <u>anythy</u> in the ght sky.
	"Look at this flower," Marcus said suddenly, holding a daisy under the as. Cory peered over <u>curiously</u> .
7. m:	One afternoon, Marcus and Cory <u>eagerly</u> set out to understand agnification.
	"Let's look at things closely like real scientists," said Marcus, his eyes arkling <u>excitedly</u> .
Foun	dational Skills 5

Use one of the words to write a sentence with a prediction about what will happen next in Adventures of Marcus and Cory. Write neatly in cursive, leaving spaces between words.

12. Marcus and Cory will look curiously at the world through magnifying glasses.







Appendix A:

Overview of the Grade 3 Skills Program

THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as "the simple view of reading." This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, he or she will not be able to achieve reading comprehension, no matter how much oral language he or she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person's reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, "Tell me a person's decoding ability, as ascertained by a word-reading task, and tell me that person's language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person's reading comprehension ability." If the person is 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.

Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words
/b/	'b'	'bb'	b at, e bb
/ch/	'ch'	'tch,' 't'	ch op, wa tch , fu t ure
/d/	'd'	'dd,' 'ed'	ma d , ru dd er, play ed
/f/	'f'	'ff,''ph,''gh'	fox, stuff, phone, rough
/g/	ʻgʻ	'gg,' 'gu,' 'gh,' 'gue'	get, egg, guess, ghost, vague
/h/	'h'	'wh'	h at, wh 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/	'l'	'II'	lip, bell
/m/	'm'	'mm,' 'mn,' 'mb'	m at, ha mm er, hy mn , la mb
/n/	ʻn'	'nn,' 'kn,' 'gn'	n et, ru nn er, kn ot, gn at
/ng/	'ng'	ʻn'	thi ng , thi n k
/p/	ʻp'	'pp'	p it, pe pp er
/qu/	'qu'		quit
/r/	ʻr'	'rr,' 'wr,' 'rh'	red, squirrel, wrong, rhombus
/s/	's'	'ss,' 'c,' 'sc,' 'st,' 'ce,' 'se'	sit, dress, city, science, whistle, prince, rinse
/sh/	'sh'	'ss,''s,''ch,''ssi,''si,''ti,''ci'	ship, assure, sure, chef, session, tension, Martian, Grecian
/t/	't'	'tt,' 'ed,' 'bt'	top, mitt, walked, doubt
/th/	'th'		thin
/ <u>th</u> /	'th'	'the'	them, bathe
/v/	'V'	've'	v et, val ve
/w/	'w'	'wh'	w et, wh en
/x/	'X'		ta x
/y/	ʻy'		y es
/z/	ʻz'	ʻzz'	z ip, bu zz
/zh/	(none)	'ge,' 'j,' 's'	gara ge , J acques, trea s ure

Basic and Advanced Code: Vowels			
Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words
/a/	ʻa'		cat
/ae/	ʻa_e'	'a,' 'ai,' 'ay,' 'ei,' 'ey,' 'eigh,' 'ea,' 'aigh'	date, baby, rain, tray, vein, prey, eight, steak, straight
/ar/	ʻar'		arm
/aw/	'aw'	'au,' 'ough,' 'augh,' 'al'	paw, pause, ought, naughty, wall
/e/	ʻe'	'ea,' 'ai,' 'ay,' 'a,' 'ie'	b e d, h ea d, s ai d, s ay s, m a ny, fr ie nd
/ee/	'ee'	'e,' 'ea,' 'y,' 'e_e,' 'ey,' 'ie,' 'i,' 'ei'	bee, me, meat, bunny, scene, key, chief, variation, receive
/er/	'er'	'ir,' 'ur,' 'or,' 'ar,' 'ear,' 'urr,' 'our'	her, fir, fur, work, dollar, earth, hurry, courage
/i/	ʻi'	ʻy,'ʻui,'ʻi_e'	sit, g y m, build, giv e
/ie/	ʻi_e'	'i,' 'igh,' 'ie,' 'y,' 'y_e,' 'ye,' 'uy'	fine, find, high, pie, my, style, bye, guy
/o/	'o'	ʻa,'ʻwa'	h o t, l a va, wa ter
/oe/	'o_e'	'o,' 'oe,' 'ow,' 'oa'	rope, no, toe, snow, boat
/oi/	ʻoi'	'oy'	oil, boy
/ <u>oo</u> /	·oo'	'o_e,''u,''u_e,''ue,''ew,''o,' 'ou,''ui,''eu,''oe'	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/00/	'oo'	ʻu,'ʻoul'	wood, put, could
/ou/	'ou'	'ow,' 'ough'	out, now, bough
/or/	'or'	'ore,' 'our,' 'oor,' 'oar,' 'ar'	for, bore, four, door, soar, award
/u/	'u'	'o,' 'ou,' 'o_e,' 'e'	but, among, touch, come, the
/ue/	ʻu_e'	'u,' 'ue,' 'ew'	cute, pupil, hue, few
/ə/	ʻa'	'e'	a bout, d e bate
/ə/ + / /	ʻal'	ʻle,' ʻel,' ʻul,' ʻil'	anim al , app le , trav el , awf ul , penc il

Foundational Skills 5

TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word that does not "play by the rules" of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like said in two ways. If you think about it from a spelling point of view, you might say that the word said is tricky because the sound /e/ is not spelled with an 'e,' as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters 'ai' are not pronounced /ae/, as you might expect they would be. Either way you look at it, said is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller's perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest that you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in said are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the 'ai' in said). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not.

There is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

Tricky Words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of "a picture of a sound" or a "spelling." Later in the year, you may want to teach the term *digraph*, or you may prefer to refer to the letters in a digraph as a "letter team" or as "buddy letters." There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

SMALL-GROUP WORK

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to accelerate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a "Pausing Point." If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies

for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an "across grade" approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of acceleration can be moved to the appropriate group, while students who are making progress can advance.

Appendix B:

Grade 3 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 3.

UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear (hear/wear), eer, ore, ere (here/there), air, are
- read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words baobab, desert, drought, encouragement, flooded, neighbors, pirates, solution, and tortoise
- read and spell the high-frequency words *night*, *about*, *tree*, *story*, *thought*, *every*, *began*, *hard*, *important*, *river*, *small*, and *near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell words that follow a VCV syllable division pattern
- read and spell multisyllabic words with open syllables
- identify the meaning of and use words with the -ed and -ing affixes
- read and spell the Tricky Words engine, curious, dangerous, leopard, camouflage, territorial, favorite, and success
- read and spell the high-frequency words talk, head, eyes, book, being, run, drink, long, much, keep, and going

- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- 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, -ian, and -al suffixes
- identify, use, spell, and explain the meaning of homophones
- read and spell the Tricky Words adventure, lifeguard, delicious, and library
- read and spell the high-frequency words *always*, *sometimes*, *something*, *idea*, *fall*, *never*, *draw*, *paper*, *last*, and *today*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- 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

UNIT 9

identify and explain synonyms and antonyms

- read and spell words with affixes im-, non-, and -ful
- identify the meaning of and use words with the im- (into), non- (not), and -ful (full of) affixes
- read and spell multisyllabic words with the sound-spelling patterns for soft 'g' and soft 'c'
- read and spell multisyllabic words with digraphs kn, wr, and mb
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, spell, and explain the meaning of homophones
- identify, use, and explain the meaning of homographs
- alphabetize a series of words to the third letter
- read and spell and spell the Tricky Words *Williamsburg*, *Virginia*, *Massachusetts*, *immediately*, and gone
- read and spell the high-frequency words father, own, open, along, plant, last, only, young, and few
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

- read and spell multisyllabic words with the sound-spelling patterns 'eigh' and 'ough'
- read multisyllabic words with final stable syllables -ble, -tle, and -gle
- read abbreviations
- read and spell compound words
- read and spell words with affixes im-, in-, pre-, -ness, -y, and -ful
- identify the meaning of and use words with the *im* (into), *in* (not, non), *pre*-, -*ness*, -*y*, and -*ful* affixes

- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms
- read and spell the Tricky Words brilliant, journey, technique, rhythm, language, distinguishing, doubting, conquer, natural, rhythms, annual, and stomach
- read and spell the high-frequency words eight, school, enough, show, watch, song, almost, and list
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

Appendix C:

Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., $sun\cdot set$). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., $cat \cdot fish$, $cup \cdot cake$, $pea \cdot nut$, $drive \cdot way$). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., $yawn \cdot ing$, $hunt \cdot er$, $bust \cdot ed$). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. $batt \cdot ed$, $bigg \cdot er$, $bunn \cdot y$). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as $batt \cdot ed$ or $bat \cdot ted$.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

Foundational Skills 5

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound (e.g., /a/, /e/, /i/, /o/, /u/): let. pad, root, tin.fun, pic.nic, un.til
- Magic 'E' Syllables (V-C-E)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): cake, home, like, mule, Pete, mis-take, stam-pede
- Vowel Digraph Syllables: joint, speak, proud, play, dis may, be low, coun sel
- R-Controlled Syllables: art, curb, girl, fort, clerk, tur-nip, ar-tist, fe-ver
- Open Syllables (V or CV)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): go, me, hi, a·pron, fi·nal, com·pre·hend
- Consonant-LE Syllables (C-LE): sim·ple, puz·zle, raf·fle, ca·ble, ri·fle

In addition, it is also helpful to designate one additional syllable type:

• Schwa Syllables: ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion

Note: The Consonant-LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in kindergarten.

Two closed syllables in a word are divided as follows:

When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad·mit nap·kin trum·pet

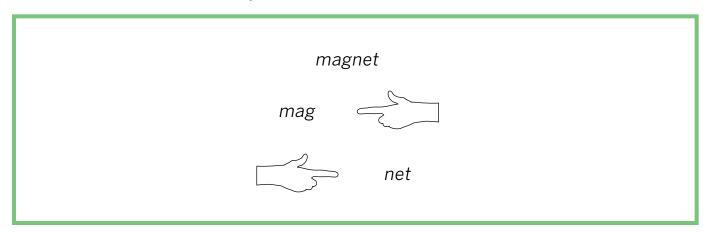
For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff·ic muff·in happ·en

When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon·ster con·tract pil·grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

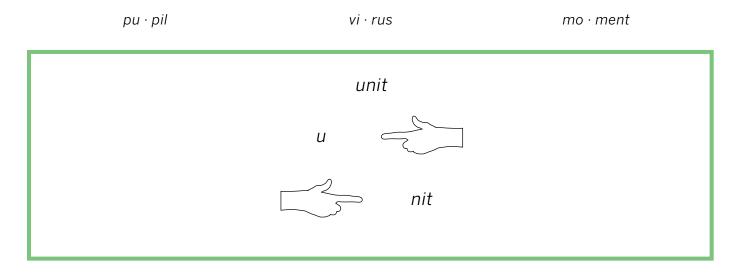
 $tar \cdot get$ for $\cdot get$ es $\cdot cape$ ig $\cdot loo$ scoun $\cdot drel$ char $\cdot coal$

In Grades 2 and 3, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use

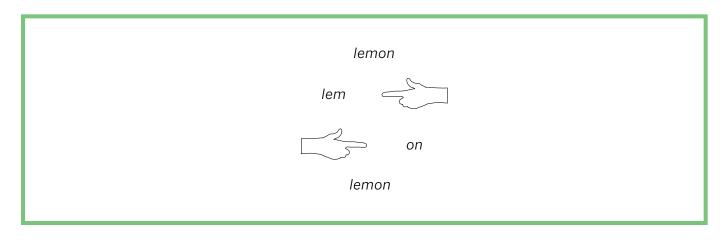
a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. To recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

If the word divides after the consonant, a closed syllable is created:



cam · el mel · on pun · ish

In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is straightforward.

When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words.

 $ban \cdot gle$ $twin \cdot kle$ $sta \cdot ble$ $cra \cdot dle$ $tur \cdot tle$

simple
sim
ple
ple
simple

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

 $a \cdot bout$ $de \cdot pos \cdot it$ $med \cdot al$ $e \cdot vil$ $nick \cdot el$ $lo \cdot tion$

As noted earlier, the Consonant-LE Syllable is a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre·tend non·sense re·peat self·ish sad·ness help·less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten-Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Foundational	Skills 5	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. 6, p. 11, p. 28, p. 38, p. 43, p. 48, p. 53, p. 58, p. 63, p. 70, p. 74, p. 80, p. 86, p. 92, p. 96, p. 102, p. 107, p. 112, p. 117, p. 122, p. 129
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 6, p. 9, p. 11, p. 16, p. 19, p. 21, p. 28, p. 31, p. 33, p. 38, p. 41, p. 43, p. 58, p. 63, p. 102, p. 105, p. 112, p. 115, p. 117, p. 122, p. 125, p. 134, p. 137
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. 6, p. 11, p. 16, p. 21, p. 28, p. 33, p. 58, p. 63, p. 70, p. 74, p. 80, p. 86, p. 102, p. 107, p. 134, p. 140, p. 144, p. 148
TEKS 3.1.D	work collaboratively with others by following agreed- upon rules, norms, and protocols	p. 16, p. 19, p. 28, p. 31, p. 38, p. 43, p. 48, p. 51, p. 53, p. 58, p. 61, p. 70, p. 73, p. 80, p. 83, p. 92, p. 95, p. 134, p. 137
TEKS 3.1.E	develop social communication such as conversing politely in all situations	
and writing. The	nd sustaining foundational language skills: listening, spea student develops word structure knowledge through phor 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;'	p. 134, p. 137, p. 140
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. 6, p. 9, p. 11, p. 16, p. 19, p. 21, p. 28, p. 31, p. 33, p. 38, p. 41, p. 43, p. 144, p. 147, p. 152, p. 155
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations;	
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	p. 112, p. 115, p. 117, p. 122, p. 125, p. 129, p. 144, p. 147, p. 152, p. 155
TEKS 3.2.A.v	decoding words using knowledge of prefixes;	
TEKS 3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; and	
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list;	p. 6, p. 11, p. 16, p. 21, p. 28, p. 33, p. 48, p. 53, p. 58, p. 63, p. 70, p. 74, p. 102, p. 107, p. 112, p. 117, p. 122, p. 129, p. 134, p. 140
(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. 6, p. 9, p. 16, p. 19, p. 28, p. 31, p. 38, p. 41, p. 144, p. 147, p. 152, p. 155
TEKS 3.2.B.ii	spelling homophones;	

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Foundational	Skills 5	Correlation—Teacher's Guide
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations;	
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound- spelling patterns;	p. 134, p. 137, p. 140, p. 144, p. 147, p. 152, p. 155
TEKS 3.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	p. 112, p. 115, p. 117, p. 122, p. 125, p. 144, p. 147, p. 152, p. 155
TEKS 3.2.B.vi	spelling words using knowledge of prefixes; and	
TEKS 3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants;	
TEKS 3.2.C	alphabetize a series of words to the third letter; and	
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	p. 6, p. 9, p. 16, p. 19, p. 28, p. 31, p. 38, p. 41, p. 48, p. 51, p. 58, p. 61, p. 70, p. 73, p. 80, p. 83, p. 92, p. 95, p. 96, p. 102, p. 105, p. 112, p. 115, p. 117, p. 122, p. 125, p. 134, p. 137, p. 140, p. 144, p. 147, p. 152, p. 155
	nd sustaining foundational language skills: listening, spea vly acquired vocabulary expressively. The student is expec	
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;	p. 16, p. 21, p. 25, p. 28, p. 33, p. 38, p. 43, p. 70, p. 74, p. 80, p. 86, p. 92, p. 96, p. 102, p. 107, p. 112, p. 117
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	p. 6, p. 11, p. 16, p. 21, p. 28, p. 33, p. 38, p. 43, p. 48, p. 53, p. 58, p. 63, p. 70, p. 74, p. 80, p. 86, p. 102, p. 107, p. 112, p. 117, p. 122, p. 129, p. 134, p. 140
TEKS 3.3.C	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;	p. 48, p. 51, p. 53, p. 58, p. 61, p. 63, p. 70, p. 73, p. 74, p. 80, p. 83, p. 86, p. 92, p. 95, p. 96, p. 102, p. 105, p. 107, p. 134, p. 137, p. 144, p. 147, p. 152, p. 155
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	
	nd sustaining foundational language skills: listening, speal 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. 144, p. 148
	nd sustaining foundational language skills: listening, spea lent reads grade-appropriate texts independently. The stu	
TEKS 3.5	self-select text and read independently for a sustained period of time.	p. 144, p. 147, p. 152, p. 157

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Foundational Skills 5 Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English;	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources;	p. 31, p. 51, p. 84
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. 138
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. 20, p. 31, p. 41, p. 45, p. 54, p. 55, p. 62, p. 73, p. 88, p. 108, p. 131, p. 140
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;	

(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. 10, p. 13, p. 20, p. 31, p. 45, p. 51, p. 55, p. 65, p. 76, p. 95, p. 106, p. 119, p. 131, p. 149
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. 10, p. 95
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	p. 62

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Foundation	nal Skills 5	Correlation—Teacher's Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment;	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	

(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. 95
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. 65
ELPS 3.E	share information in cooperative learning interactions;	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	

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Foundational	l Skills 5	Correlation—Teacher's Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes; and	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	
increasing level of high stage of Eng foundation and e sequenced, and	ular second language acquisition/reading. The ELL reads a of comprehension in all content areas. ELLs may be at the glish language acquisition in reading. In order for the ELL tenrichment curriculum, all instruction delivered in English scaffolded) commensurate with the student's level of Engle student expectations apply to text read aloud for studer ted 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. 20, p. 41, p. 95, p. 106
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom;	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	p. 147
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. 76, p. 88, p. 140
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. 24, p. 45, p. 55, p. 96, p. 108, p. 119, p. 131
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	p. 149, p. 157
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. 35, p. 62, p. 65, p. 73
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. 157

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Foundational	Skills 5	Correlation—Teacher's Guide	
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 address or advanced high across foundation (communicated, Kindergarten and	(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;		
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	p. 31, p. 73, p. 84	
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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