

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 6

Teacher Guide

EDITION 1

Grade 3

Foundational Skills 6

Teacher Guide

Acknowledgement:

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

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

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Introduction

UNIT 6 OVERVIEW

This unit introduces several new skills that students will revisit or build upon in later units. It begins with introducing contractions, moves to final stable syllables, and ends with spelling rules for suffixes. Developing these foundational skills is essential to students' proficient reading of multisyllabic words and reading comprehension.

Students will first work on decoding and encoding contractions with *not*, *is*, *had*, *are*, and *will*. In these lessons, students learn how contractions make our speech sound more friendly and improve the tone of conversation within a text.

Students will then work with the final stable syllables *-ble*, *-dle*, *-gle*, *-sle*, *-zle*, *-ple*, *-cle*, *-kle*, *-ckle*, and *-cal*. Students will learn how to decode, encode, and syllabicate words with these commonly used final stable syllables. Syllable instruction in later units builds upon the foundation established in this unit.

Building upon the affix work from previous units, students will decode and encode words with *-ful* and *-less* suffixes while identifying how meanings change when these suffixes are applied to base words. As the unit ends, students will continue working with suffixes as they revisit a previously learned spelling rule (dropping the final 'e') and learn two new spelling rules that they will further explore in later units (doubling final consonants and changing 'y' to 'i').

TRICKY SPELLINGS

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called "tricky spellings." In Unit 6, instruction focuses on final syllables, and students will learn how to decode, encode, and syllabicate words with these commonly used final stable syllables.

TRICKY WORDS & HIGH-FREQUENCY WORDS

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

The Tricky Words taught in this unit are:

- Lesson 2—*through*, *thought*

- Lesson 3—*spaghetti*
- Lesson 5—*beautiful, journeys*
- Lesson 6—*diamond*
- Lesson 7—*suggested*
- Lesson 9—*knowledge*

In addition to addressing Tricky Words and tricky spellings, this program emphasizes the reading and spelling of high-frequency words, carefully selected from word lists compiled by researchers Edward William Dolch and Edward Fry. The selection of these words was based on their prevalence within the unit Reader, and instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Readers. The curriculum includes a structured approach for teaching high-frequency words, starting with the introduction of 8–12 keywords at the beginning of each unit, selected for their relevance and frequency in the unit's text. Words are introduced using phonetic sounding and Spelling Cards for decoding. Throughout the unit, these words are reviewed in various contexts, including through decode/encode games and fluency checkpoints to assess automaticity and fluency. This ensures that students engage with the words multiple times, enhancing their reading skills and confidence.

The high-frequency words taught in this unit are:

- Lesson 1 - *earth, life*
- Lesson 2 - *high*
- Lesson 3 - *done*
- Lesson 6 - *mountains*
- Lesson 7 - *together*
- Lesson 9 - *often*
- Lesson 12 - *under*

READER: TO THE STARS: LILY EXPLORES SPACE

Lily, a girl fascinated by the night sky and space, embarks on a journey to learn more about astronomy. With her father's support, she visits the library and discovers a wealth of knowledge about stars, planets, the Milky Way galaxy, and the sun's importance to life on Earth. Her excitement about space grows as she learns about orbits, black holes, and other cosmic phenomena like comets, asteroids, and meteors. Inspired by her newfound knowledge, Lily purchases a telescope, indulging in stargazing with her dad and experiencing the wonders of the universe firsthand.

To share her passion with others, Lily starts a space club at school, where she and her friends learn about famous astronomers and astronauts, including their groundbreaking discoveries and missions. The club organizes a successful stargazing event, further igniting Lily's dream of becoming an astronomer. As she plans her future in space exploration, Lily's love for astronomy continues to flourish, symbolizing the endless mysteries of the universe waiting to be explored.

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

UNIT 6 ASSESSMENTS

Formative Assessments and Additional Support

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

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 in the previous lesson.

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

REPEATED ROUTINES

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

- Reading and Dictation
- Word Sort

- Pattern Search
- Partner Reading
- Choral Reading

PAUSING POINT

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

All students will benefit from an additional opportunity to reread pages from the decodable student Readers. It is particularly important to make use of targeted activities if the end-of unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit. In the Pausing Point, activity pages are provided. You may wish to reproduce the handwriting pages and use them for morning or seat work.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available in the program's online materials. This component has been designed to complement the unit. It consists of poetry, folklore, and fables.

These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression). See the Unit 1 introduction or directions in the Fluency Supplement for further guidance.

TEACHER RESOURCES

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

- Grade 3 Individual Code Chart
- Unit 6 Tricky Word Assessment (optional)
- Unit 6 Tricky Word Assessment List
- Additional Support Activity Pages
- Activity Book Answer Key
- Anecdotal Reading Record—Unit 6

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

ADDITIONAL MATERIALS NEEDED IN UNIT 6

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 6. 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)
- scissors (6)
- glue sticks (8)
- paper strips (8)
- recreational reading options (14)
- stopwatch or timer (14)
- colored pencils (15)

INTRODUCE

Contractions with not and is

PRIMARY FOCUS OF LESSON


Foundational Skills

Students will read and spell contractions.

 **TEKS 3.1.B; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

Reading


Students will read Chapter 1 of *To the Stars: Lily Explores Space* and will listen

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

 Students will read and spell contractions. **TEKS 3.1.B; TEKS 3.2.A.iii; TEKS 3.2.B.iii**

 Students will identify and read high-frequency words *earth* and *life*. **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**Create Contractions with 'not' and 'is'**

 **TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

Activity Page 1.2**Contraction Comets**

 **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (iii) decoding compound words, contractions, and abbreviations; (vii) identify and read high-frequency words from a research-based list; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Contractions with <i>not</i> and <i>is</i>	Whole Group	5 min.	<input type="checkbox"/> Form Contractions (TR 1.1) <input type="checkbox"/> Form Contractions (Digital Component 1.1)
Practice with Reading and Dictation	Independent	10 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.1 (Digital Component 1.2) <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 1–9) <input type="checkbox"/> Anecdotal Reading Record
Practice with Contraction Comets	Independent	5 min.	<input type="checkbox"/> Activity Page 1.2
Take-Home Material			
Contraction Cut-Ups			<input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Foundational Skills

- Create a list of words that can become contractions (*she is, it is, they have*) to provide to students.
- Create a word bank of contracted words (*can't, aren't, wasn't, she's, he's, don't, couldn't, didn't, it's, there's, I'm, you're, let's*) to provide to students.
- Prepare sentence stems to provide to students:
 - My sentence has [contraction]. It means [contraction broken into two words].
 - The contraction was ____, and I said it like this: ____.
- Find sentences from the Reader *To the Stars: Lily Explores Space* that contain contractions.
- Provide a means for students to record themselves reading and listen to their recordings in order to reflect on their pronunciation.
- Prepare copies of TR 1.1 for students.

> Digital Component 1.1

- Create an enlarged version of Form Contractions to display, or prepare to display the digital version.

> Digital Component 1.2

- Create an enlarged version of Activity Page 1.1 to display, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *astronaut, constellations, enormous, galaxy, gazing, photosynthesis, and shimmering*. Display vocabulary on the board for students to decode.
- Prepare sentence stems:
 - I notice that . . . or In this picture, I see . . .
 - In space, I can see _____. I don't see _____.
 - I think *thrive* means ____ because . . .
- Create a bank of words about space and the sky.
- Have a dictionary available to help students with their comprehension.

Universal Access

- Find and display an age-appropriate online video explaining how contractions are formed and spelled. Turn on the closed captions for students who would benefit from the visual support.
- Students may benefit from cutting up and pasting together words to create contractions. Consider using sentence strips and tape to provide this support.
- Prepare a list of contractions from the reader to support Emergent Bilingual Students (*can't, aren't, wasn't, she's, he's, don't, couldn't, didn't, it's, there's, I'm, you're, let's*).

Start Lesson

Lesson 1: Introduce Contractions with not and is

Foundational Skills

15M

Primary Focus: Students will read and spell contractions.



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

Support

Provide students with a short dialogue to show the authentic use of contractions in speech.

INTRODUCE CONTRACTIONS WITH NOT AND IS (5 MIN.)

- Ask students to turn to their partner and discuss what they know about contractions and how they change words.
- Write the following sentences on the board: *They are going to the movies.* and *They're going to the movies.*
- Ask: What do you notice about the two sentences? (*Answers may vary but should reflect that one sentence has a contraction.*)
- As students examine the sentences, explain that contractions are a way to make writing seem more conversational and informal. As the sentences are read aloud, direct students to notice the change.
- Remind students when something contracts, it gets smaller. Similarly, they can contract (make smaller) two words by combining them and leaving out a letter. Explain that a *contraction* is a new word made up of two words in which some letters are replaced by an apostrophe.
- Display Form Contractions (Digital Component 1.1) to show examples of different contractions, and pass out copies of TR 1.1 to students.



TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Focus on the first column: *is*. Review the three examples: *she's*, *it's*, *that's*.
- Prompt students to turn and talk: What letter does the apostrophe replace in each example when the two words are condensed into a contraction? (*'i'*)
- Clarify that *she's*, *it's*, and *that's* can also stand for the words “she has,” “it has,” and “that has.” Students will need to look at the context around the word to decide which set of words makes up the contraction.
- Display and read aloud the sentence: *She's excited for her birthday party.*
- Ask: Does *she's* stand for *she is* or *she has* in this sentence? (*she is*)
- Focus on the second column: *not*. Review the three examples: *can't*, *aren't*, *wasn't*.
- Prompt students to turn and talk: What letters does the apostrophe replace in each example when the two words are condensed into a contraction? (*'no'* and *'o'*)
- Think-Pair-Share: Pick one of the contractions in this column and use it in a sentence. Say your sentence aloud to a partner.
- Think-Pair-Share: Why might we sometimes choose to speak and write with contractions? (*It's faster to say or write. It sounds less formal.*)

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Have students turn to Activity Page 1.1 while you display the digital version (Digital Component 1.2).
- Ask students to follow the directions and point to the first word: *cannot*.
- Ask: What two words does the contraction *cannot* stand for? (*can not*)
- Ask: What letters does the apostrophe replace in *can not*? (*'no'*)
- Direct students to write the correct contraction for each word.
- Then ask students to write a short letter to a friend using the contractions from the boxes.
- Remind students the difference between *it's* as a contraction and *its* as a possessive.
 - It's a sunny day.
 - The dog lost its collar.
- Release students to independently complete the rest of the table and the writing activity.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a list of words that can become contractions (*she is*, *it is*, *they have*). Have them work with a partner to write each contraction. Have them say a sentence using each contraction.

Intermediate

Provide a word bank of contracted words (*can't*, *aren't*, *wasn't*, *she's*, *he's*, *don't*). Have students write three or four sentences using the words from the word bank. In pairs, have students read their sentences aloud and explain their contractions. Provide sentence stems: “My sentence has [contraction]. It means [contraction broken into two words].”

Advanced/Advanced High

Provide sentences from the Reader *To the Stars: Lily Explores Space* that contain contractions. Have students record themselves reading the sentences. Have students listen to their recordings and reflect on their pronunciation. Provide a sentence stem: “The contraction was ___, and I said it like this: ___.”

ELPS 1.B; ELPS 2.A

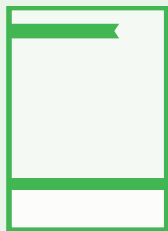
Activity Page 1.1



Challenge

Provide a word bank of contractions. Have students work together to come up with short dialogues that use at least three different contractions.

Reader



Pages 1–9



Activity Page 1.1: Create Contractions with *not* and *is*

Collect Activity Page 1.1 and assess students' ability to correctly identify and spell contractions. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 1: Introduce Contractions with *not* and *is*

Reading

15M

Primary Focus:

- Students will read Chapter 1 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read and spell contractions. **TEKS 3.1.B; TEKS 3.2.A.iii; TEKS 3.2.B.iii**
- Students will identify and read high-frequency words *earth* and *life*. **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 TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today, students begin their new Reader, *To the Stars: Lily Explores Space*.
- Direct students to turn and talk: What might the Reader be about based on the title, chapter titles, and illustrations? (*space and celestial bodies*)
- Explain that today, students will read Chapter 1, "Voyage to the Library," starting on page 1.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

astronaut, n., someone who has been trained to travel to space

Example: The astronaut boarded the spaceship and was ready to journey to the moon.

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 action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (iii) decoding compound words, contractions, and abbreviations; (vii) identify and read high-frequency words from a research-based list; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

constellations, n., groups of stars in the sky that form a shape and have a name, often a name that describes what the shape looks like

Example: I love to look at the night sky to see if I can find any constellations among the stars.

enormous, adj., extremely large

Example: The football stadium was so enormous that it could hold 80,000 people.

galaxy, n., a collection of billions of stars and other matter in outer space that is held together by gravity

Example: Our sun and planet is located in the Milky Way galaxy.

gazing, v., looking at something or somebody closely for a long time because you are interested in or curious about it

Example: The family was gazing in amazement at the circus performers throughout the incredible trapeze act.

photosynthesis, n., the process by which green plants turn carbon dioxide and water into food, using energy from sunlight

Example: The plants are able to grow strong and healthy because of the energy they get from the process of photosynthesis.

shimmering, adj., shining with a soft light

Example: The silver dress was shimmering in the light.

Sayings and Phrases

A cool picture of a galaxy is a phrase from the story that refers to the main character finding the picture on the front of a book interesting and engaging.

Example: Lily chose the book that she did because of the cool picture of a galaxy on the front.

- Conduct a brief discussion about the different words and phrases in the chart, including the phrase “a cool picture of a galaxy.” For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. The multiple meanings of the word *light* 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 “Voyage to the Library”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	astronaut galaxy photosynthesis constellation	gazing enormous shimmering	
Multiple-Meaning Core Vocabulary Words			light
Sayings and Phrases	a cool picture of a galaxy		

Challenge

Have students orally compose sentences using glossary words from Chapter 1 as well as contractions: *astronauts*, *galaxy*, *constellation*, *photosynthesis*, *gazing*, *enormous*, and *shimmering*.

- Point to the root *astro* in the word *astronaut*. Explain to students that the root *astro* means stars.
- Explain that *Lily Explores Space* contains many high-frequency words. They will come across these common words often as they read, in both the Reader and in many different texts. Learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson’s high-frequency words: *earth* and *life*.
- Ask: Based on what you already know about the Reader, why do you think we might come across the words *earth* and *life* often as we read about Lily exploring space? (*Earth is the name of the planet we live on, and the only known planet to sustain life.*)
- Focus on the word *earth*. Underline the common trigraph *ear*. Remind students that in Unit 4 they learned the high-frequency word *hear*, which has this trigraph pronounced as /ee/, and review that when *hear* becomes the past-tense verb *heard*, the trigraph *ear* makes the /er/ sound.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /er/ /th/. For additional support, display the Spelling Cards for each sound.
- Point out that *earth* can be written two ways: capitalized and uncapitalized. When the ‘e’ is capitalized, *Earth* is referring to our planet; it is a proper noun, or the name of a specific place. When the ‘e’ is uncapitalized, *earth* refers to the ground or the surface of the land. In *Lily Explores Space*, students will see *Earth* as a proper noun.
- Focus on the word *life*. Ask students to identify the VCe syllable pattern. Remind them that even though the ‘i’ and the ‘e’ in *life* are separated, they

work together to stand for the /ie/ sound. Point out the VCe syllable pattern by drawing a horseshoe around the 'i' and 'e' and pointing to the consonant 'f' as the consonant within this pattern.

- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /l/ /ie/ /f/. For additional support, display the Spelling Cards for each sound.
 - Focus students on the first paragraph of Chapter 1, starting with “Lily loved gazing. . .” and ending with “. . . was in space.”
 - Explain that readers can warm up for reading just as athletes warm up before playing a sport. Display the following sentences adapted from the Reader:
 - She gazed at the sky and saw the moon and a few shimmering stars.
 - Lily found books about the planets, stars, and universe.
 - Lily’s excitement grew as she started reading.
 - She read about the solar system and the planets that orbit the sun.
 - Explain that these sentences should be relatively easy for students to read; they are good warm-ups for reading longer, more complex sentences.
 - Direct students to hold their hand in front of their mouth, cupping it to direct the sound back to themselves. Instruct them to read each sentence aloud three times to themselves, speeding up each time.
 - Ask: What contraction is used in this paragraph? (*couldn’t*)
 - Ask students to read Chapter 1, “Voyage to the Library” with a partner.
 - Move students into small groups. Direct them to take turns reading each paragraph in the rest of the chapter aloud to their group, starting with “Lily was sitting. . .” on page 1 and ending with “. . . in the sky!” on page 9.
 - Remind them to look for contractions as they read.
 - Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.
 - Use strategic prompts to check for comprehension, as well as to check for students’ ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
1. **Literal.** What have you previously learned about NASA? (*Answers may vary but should reflect that NASA is in Houston, Texas, and this is where astronauts work to research space.*)



Foundational Skills

Foundational Literacy Skills

Beginning

In pairs, have students do a “picture walk” by looking at the images in the Reader *To the Stars: Lily Explores Space* and naming what they see. Provide sentence stems: “I notice that . . .” or “In this picture, I see . . .” Ask yes/no questions: Do you go to the library? Do you like the library? Have you ever looked at the sky at night and seen the stars?

Intermediate

Have students preview the Reader images in *To the Stars: Lily Explores Space* and create a bank of words about space and the sky. Lead students in a discussion: What do you see in space? What is in space that you cannot see? Provide sentence stems: “In space, I can see ____.” “I don’t see ____.”

Advanced/Advanced High

Have students work in small groups to discuss what it means to *thrive*. They may use a dictionary to help with their comprehension. Provide a sentence frame: “I think *thrive* means ____ because . . .”

ELPS 4.F

Extension Activity

Ask students to generate all of the words they can think of that have that root *astro*: astronaut, astronomy, astrological, astrophysics, asteroid, etc., and discuss how these words are all related.

Activity Page 1.2



2. **Inferential.** Based on what you have read, what can you conclude about Lily? (*Lily is inquisitive; she loves thinking about space; she is curious and wants to learn.*)
 3. **Evaluative.** What key details support the idea that the sun provides Earth with valuable energy? (*Answers may vary but should reflect the idea that the sun provides warmth and light and that it spurs photosynthesis, which helps plants grow, etc.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
 - Previously I have learned ...
 - I can conclude that Lily ...
 - Some key details are ...
 - While listening to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

PRACTICE WITH CONTRACTION COMETS (5 MIN.)

- Have students open to Activity Page 1.2. Read aloud the directions while students follow along.
- Clarify that the contraction will be written in the head of the comet, and the two words that make up the contraction will be written on the tails of the comet. Students will then use the contractions they formed to complete sentences from the Reader.



Activity Page 1.2: Contraction Comets

Collect Activity Page 1.2 and assess students' ability to correctly form and use contractions. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson



Lesson 1: Introduce Contractions with not and is

Take-Home Material

Contraction Cut-Ups

- Have students take home Activity Page 1.3 for additional practice with this lesson's objectives.

Lesson 1: Differentiated Instruction

Additional Support

MORE HELP WITH CONTRACTIONS

- Explain that contractions are often used in informal speech. Provide the following word bank of contractions. Have students work together to produce a short, casual text exchange that uses at least three different contractions.

couldn't
can't
didn't
it's
there's
I'm
you're
let's

- Guide students in creating strips of paper with the two words that make up a contraction, such as *I* and *would* or *let* and *us*. Fold over the end of the strip to cover up the second word. Add the apostrophe and the end of the contraction. Students should be able to open and close the flap to reveal the two words and then display the contraction.

REVIEW

Contractions with are, will, and had

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell contractions.

🇺🇸 **TEKS 3.1.B; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

Reading

Students will read Chapter 2 of *To the Stars: Lily Explores Space* and will listen

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

🇺🇸 Students will read contractions. **TEKS 3.1.B; TEKS 3.2.A.iii**

Students will read and pronounce Tricky Words *through* and *thought* and the high-frequency word *high*. **TEKS 3.2.A.vii**

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

FORMATIVE ASSESSMENT

Activity Page 2.1

Create Contractions with *are*, *will*, and *had*

🇺🇸 **TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D**

🇺🇸 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (iii) decoding compound words, contractions, and abbreviations; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.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 Contractions with <i>are</i> , <i>will</i> , and <i>had</i>	Whole Group	5 min.	<input type="checkbox"/> Form Contractions (TR 1.1) <input type="checkbox"/> Form Contractions (Digital Component 1.1)
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	15 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 10–15) <input type="checkbox"/> Anecdotal Reading Record
Take-Home Material			
Contraction Swap-Out			<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Prepare sentence frames to provide to students:
 - ____ is a contraction.
 - This contraction is ____ and ____ put together.
 - I chose ____ contraction, which is ____ and ____ put together.
- Create a list of contractions (*can't, you're, they'll, she's, it's, they've, I'll*) to provide to students.

> Digital Component 1.1

- Create an enlarged version of Form Contractions from Lesson 1 to display, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *gravity, harmony, orbit, scorching, and sliver*. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Anecdotal Reading Record
- Prepare sentence stems to provide to students:
 - I already know _____. I've learned _____.
- Prepare to display Tricky Words *through and thought* and to use each in a sentence.

Universal Access

- Gather illustrations or photographs for students to use to complete the Challenge activity.
- Prepare a labeled visual of the planets, the sun, and the moon for Emergent Bilingual Students.
- Gather letter tiles or index cards with letters written on them to demonstrate how to form contractions for additional support and differentiated instruction.
- Have the Fluency Supplement available for additional support.

Lesson 2: Review Contractions with are, will, and had

Foundational Skills

15M

Primary Focus: Students will read and spell contractions.**TEKS 3.1.B; TEKS 3.2.A.iii; TEKS 3.2.B.iii; TEKS 3.2.D****REVIEW CONTRACTIONS WITH ARE, WILL, AND HAD (5 MIN.)**

- Ask students to turn to their partner and share what they learned in the previous lesson.
- Remind students that they learned about contractions in Lesson 1. Remind students that a contraction is a new word made up of two words in which some letters are replaced by an apostrophe.
- Display Form Contractions (Digital Component 1.1) to show examples of different contractions.
- Focus on the third column: *are*. Review the three examples: *you're*, *they're*, *we're*.
- Prompt students to turn and talk: What letter does the apostrophe replace in each example when the two words are condensed into a contraction? ('a')
- Tell students that *you're* is sometimes confused with the possessive pronoun *your*. Students will need to look at the context around the word to decide which word is correct.
- Display and read aloud the sentence: *I bought a bracelet that said, "You're my best friend."*
- Have students chorally read the sentence, replacing *you're* with the words *you are*.
- Display and read aloud the sentence: *I asked to use your eraser because I lost mine.*
- Ask: What is being owned in this sentence? (*eraser*)
- Focus on the fourth column: *will*. Review the three examples: *we'll*, *I'll* and *you'll*.
- Prompt students to turn and talk: What letters does the apostrophe replace in each example when the two words are condensed into a contraction? ('wi')
- Turn and Talk: Pick one of the contractions in this column and use it in a sentence. Say your sentence aloud with a partner.



TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Focus on the fifth column: *had*. Review the three examples: *she'd*, *they'd*, *you'd*.
- Prompt students to turn and talk: What letters does the apostrophe replace in each example when the two words are condensed into a contraction? (*'ha'*)
- Clarify that *she'd*, *they'd*, and *you'd* can also stand for the words *she would*, *they would*, and *you would*. Students will need to look at the context around the word to decide which set of words makes up the contraction.
- Think-Pair-Share: Pick one of the contractions in this column and write a question for your partner. Share your sentence aloud to your turn and talk partner.

PRACTICE WITH READING AND DICTATION (15 MIN.)

- Have students turn to Activity Page 2.1.
- Read the directions to the students while students follow along: Choose a word from the left column and a word from the right column. Combine the words to form a contraction. Write the words you chose and the new contraction in the middle column.
- Model an example: *we + had = we'd*
- Release students to independently complete the rest of the table.
- Have students whisper read the two sentences below the table into their hand and circle the contractions.
- Direct students to the first set of blank lines. Explain that they will listen as you say a contraction and the full form of the contraction with the two individual words.
- Clarify that students need only write down the contraction. Hearing the individual words is just to help them think about how to condense two words down to one.
- Dictate the following contractions:
 - *we'll—we will*
 - *I'd—I had*
 - *he'd—he had*
- Direct students to the second set of blank lines. Explain that they will listen as you say a sentence with contractions.
- Dictate the following sentence: *If you're planning to go hiking tomorrow, you'd better check the weather first.*



Foundational Skills

Foundational Literacy Skills

Beginning

Practice the pronunciation of contractions (*can't*, *you're*, *they'll*, *she's*). Ask students to provide a contracted word. Provide a sentence frame: “___ is a contraction.”

Intermediate

Provide a list of contractions (*can't*, *you're*, *they'll*, *she's*, *it's*, *they've*, *I'll*). In pairs, have students read the words provided and break them apart into their two words. Have students discuss their choices. Provide a sentence frame: “This contraction is ___ and ___ put together.”

Advanced/Advanced High

Have students write sentences that include contracted words. In pairs, have them read their sentences and share what contraction they chose. Provide a sentence frame: “I chose ___ contraction, which is ___ and ___ put together.”

ELPS 2.B; ELPS 4.I

Activity Page 2.1



Challenge

Provide students with illustrations or photographs. Have students write sentences in response to the picture using contractions.

Reader



Pages 10–15



Activity Page 2.1: Create Contractions with *are*, *will*, and *had*

Collect Activity Page 2.1 and assess students' ability to correctly form contractions. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 2: Review Contractions with *are*, *will*, and *had*

Reading



Primary Focus:

- Students will read Chapter 2 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read contractions. **TEKS 3.1.B; TEKS 3.2.A.iii**
- Students will read and pronounce Tricky Words *through* and *thought* and the high-frequency word *high*. **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 TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Have students turn to a partner and paraphrase what happened in Chapter 1 of *To the Stars: Lily Explores Space*, “Voyage to the Library,” in logical order. Provide sentence stems:
 - Lily asked her dad to take her to the library because . . . (*She wanted to learn more about outer space.*)
 - Some of the things Lily learned about astronomy were . . . (*constellations, galaxies, the Milky Way, photosynthesis*)
- Explain that today students will read Chapter 2 of *To the Stars: Lily Explores Space*, “Orbiting the Sun,” starting on page 10.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

TEKS 3.1.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 action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by, (iii) decoding compound words, contractions, and abbreviations; (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.

gravity, n., a force that pulls objects toward the ground

Example: She knew if she threw her ball high in the air, the gravity would pull it back down to the ground.

harmony, n., a combination of related things working together smoothly

Example: The chorus sang their parts in perfect harmony, so the song came together to sound beautiful.

orbit, v., a path in space that one object takes around another

Example: The earth makes one orbit around the sun every 365 days.

scorching, adj., extremely hot to the touch

Example: Her mom warned her not to take the pan out of the oven because it was scorching and could burn her hand.

sliver n. a small or thin shape that is a part from a larger piece

Example: After the family ate the birthday cake, there was only a small sliver left.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. The multiple meanings of the word *harmony* will be explored in depth during the close reading of the story.
- 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 “Orbiting the Sun”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	orbit gravity	scorching sliver	
Multiple-Meaning Core Vocabulary Words		harmony	
Sayings and Phrases			



Foundational Skills

Foundational Literacy Skills

Beginning

Provide a labeled visual for the planets, the sun, and the moon.

Ask students simple questions: What planet do we live on? When do we see the sun? When does the moon come out?

Intermediate

Have students create KWL charts for what they know about the planets, what they want to learn, and what they've learned so far in *To the Stars: Lily Explores Space*. In pairs, have students share what they've learned and what they know. Provide sentence stems: "I already know _____. I've learned _____." Have students listen to what their partner knows and has learned about the planets and then add any relevant information that their partner has mentioned to their KWL charts.

Advanced/Advanced High

In small groups, have students discuss the meaning of *scorching*. Have them create a word web with other words that have similar meaning or are related to *scorching*. Each group can share their words with the class.

ELPS 4.G

- Explain that students will examine a new high-frequency word. Display the word *high*.
- Underline the letters *igh*. Remind students that they may have learned that this trigraph is a spelling for the long /ie/ sound, as in *life*. Also remind them that they have previously learned the high-frequency words *night*, *might*, and *light*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /h/ /ie/. For additional support, display the Spelling Cards for each sound.
- Display the sentences from the Reader that include the word *high*, and have students read them chorally to build fluency:
 - The moon's gravity also pulls on the Earth, causing the water to shift and create low and high tides. (p. 12)
 - The word *meteor* comes from the Greek *meteōros*, meaning "high in the air." (p. 26)
 - When astronauts go to space, they can hop very high on the moon. (p. 42)
- Display Tricky Words, read each word, and use it aloud in a sentence:
 - *through*
 - *thought*
- Point out which parts of each word are not regular and either will be taught later or simply must be remembered.
 - Tricky Word: *through* (Explaining that the letters 'ough' are pronounced /oo/.)
 - Tricky Word: *thought* (Explain that the letters 'ough' are pronounced /aw/.)
- Invite students to share what they already know about the meanings of these words.
- Ask students to read Chapter 2 of *To the Stars: Lily Explores Space*, pages 10–11, with a partner.
- Ask: What two contractions do you see in this passage? (*they're* and *it's*)
- Prompt students to turn and talk: Does *they're* stand for *they are* or *they were* in this passage? (*they are*)
- Prompt students to turn and talk: Does *it's* stand for *it is* or *it has* in this passage? (*it is*)
- Focus on *sun's* on page 11.
- Ask: Is this a contraction or a possessive noun? (*possessive noun*)

- Point out that *sun is* or *sun has* would not make sense in this context. Instead, the sun owns or possesses the gravity in this sentence.
- Point out the importance of accuracy when reading. Small errors can make big changes in the meaning of a word or sentence. Accuracy in reading aloud ensures that the text is understood as intended by the author.
- Encourage students to self-correct as they read by pausing to reread any words that they mispronounce. Direct them to pause regularly to go back and question the meaning of specific words, as they did with *they're*, *it's*, and *sun's*.
- Pair students with intentional reading partners.
- Instruct students to partner read the rest of Chapter 2, pages 12–15.
- Direct them to look for other contractions in this chapter as they read (*they're*, *it's*, *you're*, *I'll*, *you'll*, *I'd*).
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
 1. **Literal.** Based on what we have read today, what important information did you learn about the solar system? (*Answers may vary but should reflect understanding of the text.*)
 2. **Inferential.** What is the most likely reason the author uses imagery in paragraph 2, page 10, to describe the solar system? (*The author uses imagery in paragraph 2 to help the reader visualize the sun being a light in the center of the dance floor while the planets “dance,” or move, around the sun.*)
 3. **Evaluative.** What key details from the text support the idea that gravity plays an important role in the solar system? (*Gravity keeps the moon moving around the earth. It's like the string that keeps a kite from flying away. The moon's gravity also pulls on the Earth, causing the water to shift and create low and high tides.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
 - Some facts I learned about the solar system are _____ and another one is _____.
 - The most likely reason is ...
 - Some key details are ...

Support

Have students act out the metaphors used to describe orbiting in this chapter: planets “dancing” as they orbit the sun; the moon on a “merry-go-round” as it orbits Earth.

- 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

Activity Page 2.2



Lesson 2: Review Contractions with are, will, and had

Take-Home Material

Contraction Swap-Out

- Have students take home Activity Page 2.2 for additional practice with this lesson's objectives.

Lesson 2: Differentiated Instruction

Additional Support

MORE HELP WITH CONTRACTIONS

- Show students contractions in dialogue in a trade book, such as *Don't Let the Pigeon Drive the Bus*.
- Use letter tiles or index cards with letters written on them to demonstrate how to form contractions. Place tiles to spell he is. Then, take away the 'i' and put an apostrophe (') in its place. Say the new word he's aloud, showing how "he is" is made shorter with the apostrophe. Repeat this process with multiple examples.

INTRODUCE

Final Stable Syllables: –ble, –dle, –gle

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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

Reading

Students will read Chapter 3 of *To the Stars: Lily Explores Space* and will listen

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

Students will speak coherently about the Reader *To the Stars: Lily Explores Space*

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

Students will read and spell multisyllabic words with final stable syllables.

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

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

frequency word *done*. TEKS 3.2.A.vii

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

multiple-meaning words. TEKS 3.3.B

FORMATIVE ASSESSMENT

Activity Page 3.1

Identify Final Stable Syllables: –ble, –dle, –gle

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

Activity Page 3.2

Reader Response

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

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; TEKS 3.2.B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Final Stable Syllables: <i>-ble, -dle, -gle</i>	Whole Group	5 min.	<input type="checkbox"/> Final Stable Syllables: <i>-ble, -dle, -gle</i> (TR 3.1) <input type="checkbox"/> Final Stable Syllables: <i>-ble, -dle, -gle</i> (Digital Component 3.1) <input type="checkbox"/> small whiteboards and markers
Practice with Reading and Dictation	Independent	10 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 16–21) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 3.2 <input type="checkbox"/> Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Foundational Skills

- Prepare word cards to provide to students with words that have final stable syllables (*middle, jumble, stumble, jungle, bugle, table, handle*).
- Gather books, newspapers, or magazines that contain words with the *-dle*, *-ble*, *-gle* final stable syllables.
- Prepare sentence stem to provide to students:
 - I found [word], and the final stable consonants are ____.
- Prepare copies of TR 3.1 for students.

> Digital Component 3.1

- Gather enough small whiteboards and markers for each student.

Reading

- Preview the section of the Reader that will be read during this lesson to identify the sentences to be read with mistakes and to model self-correcting using the glossary.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *black hole*, *nebulae*, and *telescope*. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record

Universal Access

- Display an image of a scientist's rendering of a black hole to support comprehension of the Reader.
- Write words on sentence strips that have a final stable syllable of *-ble*, *-dle* or *-gle*. Cut up the words and put the word fragments in a container. These resources will help support students in building words with final stable syllables. Examples of words: *double, bubble, nibble, pebble, wobble, paddle, huddle, fiddle, cradle, waddle, dangle, tangle, wrangle, triangle, spangle*
- Provide electronic devices, magazines, or newspapers so that students may create their infographics digitally.

Support

Students build words with final stable syllables of *-ble*, *-dle*, *-gle* by piecing together word fragments.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide words cards with words that have final stable syllables (*middle, jumble, stumble, jungle, bugle, table, handle*). Have students sort the words based on the final stable syllable card. As they sort, have students read the words aloud.

Intermediate

In pairs, have students find words with the *-dle, -ble, -gle* final stable syllables in a book, newspaper, or magazine. Have them write down the words they find and discuss their final stable syllables with a partner. Provide a sentence frame: "I found [word], and the final stable consonants are ____." Have students listen to the words their partner found and compare their lists to see if they found any additional words.

Advanced/Advanced High

Have students write sentences using words with final stable syllables *-dle, -ble, -gle*. In pairs, they can read their sentences aloud.

ELPS 1.E; ELPS 2.A

- Prepare a visual of a black hole for Emergent Bilingual Students.
- Prepare to provide sentence frames to students:
 - The author included the text/graphic ____, so that ____.
 - Based on paragraph ____, I can infer the ...

Start Lesson

Lesson 3: Introduce Final Stable Syllables: *-ble, -dle, -gle*

Foundational Skills

15M

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

INTRODUCE FINAL STABLE SYLLABLES: *-BLE, -DLE, -GLE* (5 MIN.)

- Tell students that today they will learn another syllable type. Explain that the syllable type ends in the sound /ə/ + /l/ and is spelled with 'le'.
- Ask students to recall what every syllable must have. (a vowel) Explain to students that a final stable syllable provides the extra vowel necessary to make it a two-syllable word. Think about the word *bumble*. We hear the /b/, /u/, /m/, /b/, /l/. We cannot spell the word as *bumbl* because we need to have at least two vowel sounds in a two syllable word.
- Write the following word parts on the board: *han, stum, sing*.
- Write the following final stable syllables on the board: *-ble, -gle, -dle*.
- Prompt students to Think-Pair-Share and determine which final stable syllable goes with each word part. (*handle, stumble, single*)
- Circle the consonant +le at the end of each word. Explain to students that this combination of letters represents a new syllable pattern.
- Display Final Stable Syllables: *-ble, -dle, -gle* (Digital Component 3.1), and pass out copies of TR 3.1 to students. Tell students that they are going to explore three consonant +le syllables: *-ble, -dle, and -gle*.
- Point out to students that when a syllable ends in 'le', they should look at how many consonants come before the 'le'.
- Explain that if there are two consonants before 'le', then the word is chunked



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.

into syllables by dividing between the consonants.

- For example: *han/dle*

- Select two students to tell you where to divide the words *stumble* and *single*. (*stum/ble, sin/gle*)
- Point out that in each of the previous words, the first syllable has the CVC pattern. This syllable is closed, and the vowels in that syllable are short.
- Using small whiteboards or notebook paper, call out each of the words and ask students to spell the words correctly, applying the spelling pattern learned. Monitor students' work and provide feedback on applying the spelling pattern correctly.
- Say the following words as students spell them: *table, idle, bugle*.
- Ask: What do you notice about the number of consonants before 'le'? (*There is only one consonant before 'le'.*)
- Explain that in most instances when there is only one consonant before the 'le', the word is chunked into syllables by dividing before the consonant.
 - For example: *ta/ble*
- Select two students to tell you where to divide the words *cradle* and *bugle*. (*cra/dle, bu/gle*)
- Point out that in each of the previous words, the first syllable has the CV pattern. This syllable is open, and the vowels in that syllable are long.
- Tell students that today they will focus on reading and writing words using the *-ble, -dle, and -gle* syllables.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 3.1.
- Have students follow the instructions while the teacher reads them aloud: Underline the stable syllable. Draw a slash (/) to divide the word into syllables.
- Model an example: *mar/ble*.
- Release students to independently complete the rest of the table.
- Read the directions to the next section: Write each word your teacher says. Write neatly in cursive. Underline the stable syllable. Draw a slash (/) to divide the word into syllables.
- Read the following words slowly, allowing time for students to complete the

Activity Page 3.1



directions for each word: *puddle, mumble, ladle, wiggle, noble*.

- Direct students to the next section. Read the directions: Listen to each word your teacher says. Write the word neatly in cursive. Underline the final stable syllable. Draw a slash (/) to divide the syllables accurately.
- Release students to independently complete the rest of this section.
- Read the directions to the final section: Listen to the sentence your teacher says. Repeat the sentence to yourself. Write the sentence using your best cursive.
- Read the following sentences:
 - *The clown juggles the four balls high into the air.*
 - *She wants to cuddle her adorable puppy every day.*
- Direct students to complete the responses in cursive. Reiterate that they should leave space between words when writing a sentence and use correct grammar structure.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback on grammar structure and cursive formation. Offer feedback such as “Focus on connecting your letters smoothly. Work on making the transition from ‘o’ to ‘w’ more fluid.” and “Check the spacing between your words. Make sure there’s enough room between each word to maintain readability.”



Activity Page 3.1: Identify Final Stable Syllables: *–ble, –dle, –gle*

Collect Activity Page 3.1 and assess students’ ability to read and spell multisyllabic words with final stable syllables. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

Lesson 3: Introduce Final Stable Syllables: –ble, –dle, –gle

Reading

15M

Primary Focus:

Students will read Chapter 3 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate eye contact, volume, enunciation, and speaking rate. **TEKS 3.1.C**

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

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

Reader



Pages 16–21

READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today, students will read Chapter 3 of *To the Stars: Lily Explores Space*, “Black Holes,” starting on page 16.
- Have students review what they have previously read by using the sentence stems “I remember...”, “I noticed...”, and “I wonder...”
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation and divide the words into syllables. Go over the correct pronunciation of each word.

black hole, n., an area in space with gravity so strong that nothing, including light, can escape it

Example: The book about black holes had an illustration of a very dark space without light.

nebulae, n., bright clouds of dust, stars, or gas seen in the night sky

Example: The nebulae was so bright it could be seen clearly through a telescope.

telescope, n., a tube-shaped instrument that uses powerful lenses to make faraway objects appear larger and closer

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (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.

Example: I look through the telescope to see the stars clearly.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students to think about what prior knowledge they may have about the words and where they might have seen them. Pair students with a partner nearby to share their thoughts or responses with. Invite a few pairs to share their ideas with the whole class.
- Remind students how to use the glossary in the Reader to discover the pronunciation and definition of words in bold in Chapter 3 of the Reader. The word *nebulae* is located in the first paragraph, so model using the glossary for that word. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.

Vocabulary Chart for “Black Holes”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	black hole nebulae telescope		
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Challenge

Have students create a space journal including definitions and illustrations of new vocabulary words and important facts they learn in each chapter.

- Explain that students will examine a new high-frequency word. Display the word *done*.
- Point out that the ‘o_e’ looks like a split digraph in *done* but is not. Here, the ‘e’ is silent but the ‘o’ is pronounced as a short /u/. This is the same pattern as in the previous high-frequency word *become*.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /d/ /u/ /n/. For additional support, display the Spelling Cards for each sound.
- Display the Tricky Word, read it aloud, and use it in a sentence:
 - *spaghetti*
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered.

- Tricky Word: *spaghetti* (Explain that the ‘a’ is pronounced /ə/—this is called a schwa; the ‘i’ is pronounced /ee/.)
 - Invite students to share what they already know about the meaning of this word.
 - Guide the class in reading Chapter 3 of *To the Stars: Lily Explores Space*, “Black Holes.”
 - Model fluent reading for the first two sentences on page 16. Purposely make a few accuracy mistakes and model self-correcting.
 - Pair students with intentional reading partners.
 - Remind students to speak coherently and focus on reading with accuracy and self-correcting when their reading is not accurate.
 - Ask students to help their partners with corrections if they do not self-correct while reading.
 - Instruct students to partner read pages 16–21 of Chapter 3 in the Reader. Remind students to alternate reading paragraphs with their partner.
 - Circulate and listen closely to students read, making notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
 - Choose strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
1. **Literal.** What information does the author include about objects that get too close to a black hole? (*Objects that get too close to a black hole stretch out really long and thin, like spaghetti, because gravity pulls them so much that light can’t escape.*)
 2. **Inferential.** What does the conversation between Lily and her friends about black holes show you about Lily? (*Lily was excited because she finds the information interesting, and she doesn’t think that many people know about black holes. This shows that she is curious and helpful.*)
 3. **Evaluative.** What key details from the text support the idea that black holes are difficult to see? (*Scientists struggle to observe black holes directly because black holes do not give off any light, so scientists look at the effects on nearby objects and measure their orbits instead.*)
- Ensure students draw on evidence from the text to support their responses. Provide sentence frames:

- The author included the text/graphic ____, so that ____.
- The conversation shows me that Lily ...
- Based on paragraph ____, I can infer that ...

WRAP UP (5 MIN.)

Activity Page 3.2



- Have students open their Activity Books to Activity Page 3.2.
- Explain the instructions for the task:
 - Students will create an infographic that teaches others about topics from today's section of the Reader: nebulae and black holes. Within the infographic, students will use words with final stable syllables *-ble*, *-dle*, *-gle*.
- Direct students to complete the responses in cursive. Reiterate that they should leave space between words when writing a sentence.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback. Offer feedback such as "Ensure that your letters are properly spaced and don't run into each other." and "Great job forming the letter 'h'! I like how you started at the bottom and made a smooth, curved line."
- After creating an infographic, students should underline the word with the stable final syllable, circle the stable syllable, and draw a slash (/) to divide the syllables.



Activity Page 3.2 Reader Response

Collect Activity Page 3.2 and assess students' ability to read and spell multisyllabic words with final stable syllables. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 3: Differentiated Instruction

Additional Support

MORE HELP WITH FINAL STABLE SYLLABLES -BLE, -DLE, -GLE

- Encourage students to make up silly words using the final stable syllables *-ble*, *-dle*, *-gle*. The silly words must follow the rules for final stable syllables. Examples: *zingle*, *zanble*, *zundle*


REVIEW

Final Stable Syllables: –sle, –zle, –ple

PRIMARY FOCUS OF LESSON


Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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

Reading

Students will speak coherently about the Reader *To the Stars: Lily Explores Space*

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

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


 **TEKS 3.4**

FORMATIVE ASSESSMENT

Activity Page 4.1

Identify Final Stable Syllables: –sle, –zle, –ple

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

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of 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; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Final Stable Syllables: –sle, –zle, –ple	Whole Group	5 min.	<input type="checkbox"/> Final Stable Syllables: –sle, –zle, –ple (TR 4.1) <input type="checkbox"/> Final Stable Syllables: –sle, –zle, –ple (Digital Component 4.1)
Practice with Reading and Dictation	Independent	10 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Choral Read <i>To the Stars: Lily Explores Space</i>	Small Group	15 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 1–8) <input type="checkbox"/> Anecdotal Reading Record

ADVANCE PREPARATION

Foundational Skills

- Create an enlarged version of Final Stable Syllables: *-sle*, *-zle*, *-ple* to display, or prepare to display the digital version.
- Prepare copies of TR 4.1 for students.

➤ Digital Component 4.1

Reading

- Preview the section of the Reader that will be reread during this lesson in order to model fluent reading for the students, using intonation and expression.

Universal Access

- Designate specific areas of the room for partners to gather and play charades. Consider creating an enlarged word list for student reference during the game.
- Write words on sentence strips that have a final stable syllable of *-sle*, *-zle*, *-ple*. Cut up the words and put the word fragments in a container. These resources will help support students in building words with final stable syllables. Examples of words: *people*, *principle*, *dimple*, *dazzle*, *nozzle*, *hassle*, *tussle*, *measle*.
- Provide a list of words for Emergent Bilingual Students that has the final stable syllable of *-sle*, *-zle*, *-ple*. Words can include *people*, *principal*, *dimple*, *dazzle*, *nozzle*, *hassle*, *tussle*, and *measle*.
- Have the Fluency Supplement available for additional support.

Start Lesson

Lesson 4: Review Final Stable Syllables: *-sle*, *-zle*, *-ple*

Foundational Skills

15M



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

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

Students build words with final syllables of *-sle*, *-zle*, *-ple* by piecing together word fragments.

REVIEW FINAL STABLE SYLLABLES: *-SLE*, *-ZLE*, *-PLE* (5 MIN.)

- Ask students to think about what they have learned about final stable syllables.
- Then, ask students to turn to their partner to share what they have learned about final stable syllables.
- Call on students using a randomization tool (ex: popsicle sticks or an online randomizer) to share what they discussed in partner groups.
- Tell students that today they will continue to learn about the syllable type that ends in the sound /ə/ + /l/ and is spelled with 'le'.
- Remind students that the previous lesson focused on *-ble*, *-dle*, *-gle*. Inform students that today's lesson focuses on three more final stable syllables.
- Write the following word parts on the board: *has*, *sam*, *guz*.
- Write the following final stable syllables on the board: *-sle*, *-zle*, *-ple*.
- Prompt students to Think-Pair-Share and determine which final stable syllable goes with each word part. (*hassle*, *sample*, *guzzle*)
- Circle 'le' at the end of each word.
- Display Final Stable Syllables: *-sle*, *-zle*, *-ple* (Digital Component 4.1), and pass out copies of TR 4.1 to students. Tell students that they are going to explore three consonant +le syllables: *-sle*, *-zle*, *-ple*. Point out to students that these spellings are similar to those they studied in the previous lesson, but these spellings use different consonants before the 'le'.
- With the students, clap out each word to show the syllables. (*sam/ple*), (*guz/zle*) (*has/sle*)
- Ask students to Think-Pair-Share to complete this sentence frame: "Each word has two _____ before the *le*." (*consonants*)
- Ask students to Think-Pair-Share to complete this sentence frame: "If there are ____ consonants before 'le', then the word is chunked into syllables by dividing between the ____." (*two, consonants*)
 - For example: *has/sle*
- Explain that those two syllables could be double consonants like *hassle* or different consonants like *sample*.
- Select two students to tell you where to divide the words *sample* and *guzzle*. (*sam/ple*, *guz/zle*).

- Point out that in each of the previous words, the first syllable has the CVC pattern. This syllable is closed, and the vowels in that syllable are short.
- Write the following words on the board, and read them as you write: *measle*, *scruple*, *dimple*.
- Ask students to apply what they know about final stable syllables to decode and divide each word into syllables.
- Ask: What do you notice about the number of consonants before 'le'? (*There is only one consonant before 'le'.*)
- Explain that in most instances when there is only one consonant before the 'le', the word is chunked into syllables by dividing before the consonant.
 - For example: *mea/sle*
- Select a student to tell you where to divide the word *scruple*. (*scru/ple*)
- Point out that in each of the previous words, the first syllable has the CV pattern. This syllable is open, and the vowels in that syllable are long.
- Tell students that today they will focus on reading and writing words using the *-sle*, *-zle*, and *-ple* syllables.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 4.1 in their Activity Books.
- Have students follow the instructions while the teacher reads them aloud: Write each word your teacher says. Write neatly in cursive.
- Say the following words: *fizzle*, *apple*, *steeple*, *drizzle*, *dimple*
- Read the directions to the next section: Write one compound sentence using one or two of the words above and a contraction. Write neatly in cursive, leaving space between words.
- Direct students to complete the responses in cursive. Reiterate that they should leave space between words when writing a sentence.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback. Offer feedback such as "Remember to keep your letters consistently sized. Try making your 'l' a bit taller to match the height of your other letters." and "Focus on maintaining consistent slant and angle throughout your writing."

Activity Page 4.1





Activity Page 4.1: Identify Final Stable Syllables: *-sle, -zle, -ple*

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

Lesson 4: Review Final Stable Syllables: *-sle, -zle, -ple*

Reading

15M

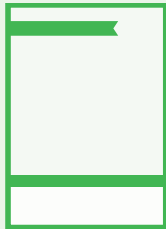
Primary Focus:

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate eye contact, volume, enunciation, and speaking rate. **TEKS 3.1.C**

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

CHORAL READ TO THE STARS: LILY EXPLORES SPACE (15 MIN.)

Reader



Pages 1–8

- Explain that today students will reread Chapter 1 of their Reader, *To the Stars: Lily Explores Space*, “Voyage to the Library,” starting on page 1.
- Tell students that today’s reading will be focused on fluency, which is rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Direct students to pages 1–2.
- Model fluent reading the first sentence for the students, using intonation and expression. Have students Echo Read the first sentence back. When students echo the reading, they will focus on matching intonation, accuracy, and pace. Teacher will read the second sentence and have students echo it back. Have students discuss anything they noticed from the echo reading.
- Instruct students to whisper read the rest of the story to themselves.
- Remind students to speak coherently and focus on their intonation and expression.

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** Read aloud with appropriate accuracy, rate, and expression.

- When reading the story, remind students to speak at an appropriate rate and volume while maintaining eye contact.
 - Instruct students to pause while reading to reflect on these questions:
 - How smoothly did I read?
 - What in the text hints at how I should read this scene?
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record.
 - After reading, ask: What words does the author use on page _____ that contributes to a tone of excitement or showing Lily's interest in the sky? (*gazed at, still thinking about the stars, big, bright eyes, Lily's excitement grew, etc.*)
1. **Inferential.** Turn and Talk: What is the most likely reason the author uses words such as *gazed*, *wondered*, and *big bright eyes* to describe Lily's actions? (*to show that she is curious about the sky, that she is amazed by it, she wants to learn more about space*)
- Ensure students draw evidence from the text to support their responses using the following sentence stem:
 - The author uses these words to ...
 - After rereading Chapter 1, have students turn to a partner and retell what happened in the chapter, in logical order. (*Lily asks her dad to take her to the library. She asks the librarian to help her find books about space. Lily chooses books and begins to read. She learns a lot of information about the universe.*)



Check for Understanding

As you observe choral reading, note students who need more support in fluency. Consider meeting one-on-one with these students to better assess and address fluency gaps.

End Lesson

Lesson 4: Differentiated Instruction

Additional Support

MORE HELP WITH FINAL STABLE SYLLABLES –SLE, –ZLE, –PLE

- Support students in accurately and quickly decoding words with the final stable syllables of *–sle*, *–zle*, *–ple* by giving students a copy of TR 4.1: Final Stable Syllables: *–sle*, *–zle*, *–ple*. Have students read the words. Consider alternating how students read by asking them to read down columns, up columns, left to right on rows, right to left on rows.

REVIEW

Final Stable Syllables: –cle, –kle, –ckle, –cal

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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

Reading

Students will read Chapter 4 of *To the Stars: Lily Explores Space* and will listen

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

🇺🇸 Students will read multisyllabic words with final stable syllables. **TEKS 3.2.A.ii**

Students will read and pronounce Tricky Words *beautiful* and *journeys*.

🇺🇸 **TEKS 3.2.A.vii**

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

🇺🇸 and pronunciation. **TEKS 3.1.A; TEKS 3.3.A**

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

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

FORMATIVE ASSESSMENT

Activity Page 5.1

Identify Final Stable Syllables: –cle, –kle, –ckle, –cal

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

🇺🇸 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Final Stable Syllables: –cle, –kle, –ckle, –cal	Whole Group	5 min.	<input type="checkbox"/> Final Stable Syllables: –cle, –kle, –ckle, –cal (TR 5.1) <input type="checkbox"/> Final Stable Syllables: –cle, –kle, –ckle, –cal <input type="checkbox"/> (Digital Component 5.1)
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> index cards
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 22–25) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 5.2

ADVANCE PREPARATION

Note to Teacher

In this lesson, students learn about another final stable syllable *-cal*. This spelling is included with *-cle*, *-kle*, and *-ckle* because all of these spellings are used for the sounds /k/ /əl/. This lesson will include information to help students differentiate between *e/* and *a/* spellings for this sound by informing students that *-a/* is usually used when the letter before the suffix is a tall or deep letter, such as *b*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *p*, *t*, or *y*. If the letter before the suffix is a small letter (*a*, *c*, *e*, *m*, *n*, *o*, *r*, *s*, *u*, *v*, *w*, *x*, or *z*), then the ending is usually spelled *-e/* or *-a/*.

Foundational Skills

- Gather at least nine index cards for each student.
- Prepare word cards to provide to students with words that have final stable syllables (circle, ankle, buckle, local).
- Prepare copies of TR 5.1 for students.
- Prepare sentence stems to provide to students:
 - The word ____ has the final stable spelling pattern because ____.
 - I found [word], and the final stable consonants are ____.
- Gather age-appropriate books, newspapers, or magazines that have words with final stable syllables for students to look through.

Reading

- Preview the section of the Reader that will be read during this lesson in order to model fluent paragraph reading.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *astronomer* and *remarkable*. Display vocabulary on the board for students to decode.

> Digital Component 5.1

- Create an enlarged version of Final Stable Syllables: *-cle*, *-kle*, *-ckle*, *-cal* to display, or prepare to display the digital version.
- Prepare sentence stems to provide to students:
 - Maria Mitchell was _____. She was important because . . .
 - In this section of the text, the author talks about . . .
 - One key detail in this part of the text is . . .



Foundational Skills

Foundational Literacy Skills

Beginning

Provide word cards with words that have final stable syllables (*circle*, *ankle*, *buckle*, *local*). Have students read the words aloud and say the word in a sentence using the stem: "The word ____ has the final stable spelling pattern because ____."

Intermediate

In pairs, have students find words with the *-cle*, *-kle*, *-ckle*, *-cal* final stable syllables in a book, newspaper, or magazine. Have them write down the words they find and discuss their final stable syllables with a partner. Provide a sentence frame: "I found [word], and the final stable consonants are ____." Have students listen to the words their partner found and compare their lists to see if they found any additional words.

Advanced/Advanced High

Have students write sentences using words with final stable syllables (*-cle*, *-kle*, *-ckle*, *-cal*). In pairs, they can read their sentences aloud.

ELPS 1.E; ELPS 2.A

- After reading this section, it is clear that . . .

Universal Access

- Use images prepared in advance to preview the Tricky Words/glossary words, providing visual support for the words and their meanings.
- Prepare a visual of a comet for Emergent Bilingual Students.

Start Lesson

Lesson 5: Review Final Stable Syllables: *-cle*, *-kle*, *-ckle*, *-cal*

Foundational Skills

15M



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

REVIEW FINAL STABLE SYLLABLES: *-CLE*, *-KLE*, *-CKLE*, *-CAL* (5 MIN.)

- Tell students that today they will continue to learn four more syllable types that end in the sound /ə/ + /l/ and are spelled with 'le'. Then, they will review all final stable syllable sounds learned.
- Display Final Stable Syllables: *-cle*, *-kle*, *-ckle*, *-cal* (Digital Component 5.1), and pass out copies of TR 5.1 to students. Tell students that today they are going to explore these four consonant +le syllables: *-cle*, *-kle*, *-ckle*, *-cal*. Tell students that all of these spellings are used for the sounds /k/ /l/.
- Write the following words on the board, and read them as you write: *circle*, *ankle*, *buckle*, *local*. Point to these words on Final Stable Syllables: *-cle*, *-kle*, *-ckle*, *-cal*.
- Underline 'le' at the end of *circle*, *ankle*, and *buckle*. Point out that this pattern or combination of letters represents a new syllable pattern.
- The 'e' is used with a syllable ending in a consonant 'le' pattern, as in *circle*, *ankle*, and *buckle*.
- Point out that, just as in spellings like *-gle*, *-ble*, and *-zle*, when a syllable ends in 'le', they should look at how many consonants come before the 'le'. If there are two consonants, then the word is chunked into syllables by dividing between the consonants.



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.

- Point out that in words with the *-ckle* spelling, the 'ck' will be split apart into two separate syllables.
- Point to the final word, *local*. Tell students that this word has a spelling that does not follow the same pattern we have been studying. Instead of the spelling *-le*, *local* uses the spelling *-al*. Emphasize that this spelling works with the letter 'c' to stand for the same sound as the other words in this lesson: /kəl/.
- In this word, there is only one consonant before 'le'. In most instances when there is only one consonant before the 'le', we divide before the consonant: *lo/cal*.
- Point out that in this case, the first syllable has the CV pattern. This syllable is open, and the vowel is long.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 5.1.
- Pass out index cards to each student. Ask students to follow instructions and listen carefully as you read each word.
- Ask students to write the word on an index card, divide the words into syllables, and underline the final stable syllable.
- Read the following words: *sample, guzzle, hassle, puddle, mumble, wiggle, local, buckle, ankle*.
- Read the directions in the next section: Choose three words from the index cards. Write a paragraph using those words. Underline the words you chose. Write in cursive using correct grammar structure and spacing.
- Have students repeat the instructions and then release students to complete the assignment independently.

Challenge

Encourage students to write poems with final syllables that rhyme or have near rhyme, contributing to the flow of the poem.

Activity Page 5.1



Activity Page 5.1: Review Final Stable Syllables: *-cle*, *-kle*, *-ckle*, *-cal*

Collect Activity Page 5.1 and assess students' spelling using consonant +*le* syllables. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 5: Review Final Stable Syllables: –cle, –kle, –ckle, –cal

Reading

15M

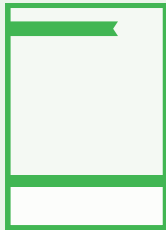
Primary Focus:

Students will read Chapter 4 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with final stable syllables and pronounce Tricky Words *beautiful* and *journeys*. **TEKS 3.1.A; TEKS 3.2.A.vii**

Students will use print or digital resources to determine meaning, syllabication, and pronunciation and use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.1.A; TEKS 3.3.A; TEKS 3.3.B**

Reader



Pages 22–25

READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today, students will read Chapter 4 of *To the Stars: Lily Explores Space*, “Comets,” starting on page 22.
- Have students review what they learned about black holes in Chapter 3. Have students Think-Pair-Share to review using sentence stem: “I learned that black holes . . .” (*black holes can be larger than the sun; scientists locate them by seeing if stars are orbiting an invisible object; black holes have no light; etc.*)
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

astronomer, n., a scientist who studies space or the universe beyond Earth

Example: The astronomers used their powerful telescope to study the stars and planets twinkling in the night sky.

remarkable, adj., worth mentioning; likely to be noticed

Example: Each year, the award is given out to a remarkable person with many achievements.

Sayings and Phrases

Keen eye is a phrase that means to pay careful attention, looking at every detail.

Example: The painter examined the freshly painted room with a keen eye,

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Identify 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.



looking for any mistakes or imperfections.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the phrase “keen eye.” For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Using an online dictionary, show students how to search for a word. Compare the online dictionary to the glossary of the Reader.
 - *Ask: How are the online dictionary and glossary alike? How are they different?*

Vocabulary Chart for “Comets”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	astronomer	remarkable	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	keen eye		

- Display Tricky Words, read each word, and use it aloud in a sentence:
 - *beautiful*
 - *journeys*
- Point out which parts of each word are not regular and either will be taught later or simply must be remembered.
 - Tricky Word: *beautiful* (Explain that the ‘eau’ is pronounced as /ue/.)
 - Tricky Word: *journeys* (Explain that the letters ‘our’ are pronounced /er/.)
- Invite students to share what they already know about the meanings of these words.
- Guide the class in reading Chapter 4 of *To the Stars: Lily Explores Space*, pages 22–25. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Move students to designated areas of the classroom where they can read aloud to themselves without disturbing their peers.

Foundational Skills

Reading/Viewing Closely

Beginning

Provide a visual of a comet. Have students draw a comet. In pairs, have students describe what a comet looks like.

Intermediate

In small groups, have students discuss who Maria Mitchell was. Why was she important? Provide a sentence stem: “Maria Mitchell was _____. She was important because ...”

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 4.6; ELPS 3.D;
ELPS 3.E**

Support

Use images when reviewing Tricky Words/glossary words to provide visual support for the words and their meanings.

- Instruct students to read the assigned section of the Reader, ending on page 25.
- Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.
- 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. Provide immediate and corrective feedback such as “Read at a natural pace, not too fast or too slow.”
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
 1. **Literal.** According to the text, what makes comets appear bright and shiny when they get closer to the sun? (*Comets appear bright and shiny when they get closer to the sun due to the dust and gas from their tails creating a beautiful sight.*)
 2. **Inferential.** What is the most likely reason Maria Mitchell’s discovery of a comet was considered a remarkable achievement? (*Maria Mitchell’s discovery was considered remarkable because comets are rare and not easy to find, and she was the first woman astronomer in the United States to make such a discovery.*)
 3. **Evaluative.** What key details from the text support the idea that Maria Mitchell is an inspiration to young scientists like Lily? (*Maria Mitchell’s keen eye, love for the stars, and incredible discovery of a new comet made her an inspiration to young scientists like Lily.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
 - Comets appear bright and shiny when ...
 - Maria Mitchell’s discovery was ...
 - The key detail that supports _____ is _____.

WRAP UP (5 MIN.)

- Have students open to Activity Page 5.2.
- Direct students to answer the question on the lines below, using their best cursive writing, remembering to leave space between words.
- Provide sentence frames:
 - The author most likely wants the reader to learn that Maria Mitchell _____.
 - The text states that she discovered _____ and was recognized for _____.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback.
- Offer feedback such as “Check that your loops and tails are formed smoothly and connect to the next letter.” and “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 5.2





Check for Understanding

Collect Activity Page 5.2 and check for students' comprehension of the text.

End Lesson

Lesson 5: Differentiated Instruction

Additional Support

MORE HELP WITH FINAL STABLE SYLLABLES

Word Race

- Divide students into teams.
- Call out a word with a final stable syllable and have teams race to write the word correctly on a whiteboard or piece of paper.
- The first team to spell the word correctly earns a point.
- Final stable syllable words: *puzzle, drizzle, sizzle, mantle, title, bottle, castle, whistle, wrestle, freckle, knuckle, tickle, wiggle, jingle, eagle, bagel, oval, local, total, middle, candle, ladle, cycle, miracle, table, bubble, noble*

6

REVIEW

Dividing Three-Syllable Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words by dividing them into syllables.

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

Reading

Students will speak coherently about the Reader *To the Stars: Lily Explores Space*

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

Students will read Chapter 5 of *To the Stars: Lily Explores Space* and will listen

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

Students will read multisyllabic words by dividing them into syllables.

TEKS 3.2.A.ii

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

word *mountains*. TEKS 3.2.A.vii

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

and pronunciation. TEKS 3.3.A

FORMATIVE ASSESSMENT

Activity Page 6.1

Dictation and Syllabication

TEKS 3.2.B.i; TEKS 3.2.D

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; 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 3.1.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			
Review Syllable Division Rules	Whole Group	5 min.	
Practice with Dictation and Syllabication	Independent	10 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 26–29) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Small Group	5 min.	<input type="checkbox"/> Activity Page 6.2

ADVANCE PREPARATION

Foundational Skills

- Prepare to provide students with a list of words from the lesson (*telescope, fantastic, potatoes, enchanted*).
- Prepare sentence frames to provide to students:
 - The syllables in this word are ____.
 - This syllable is ____ because ____.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *asteroid, astonishing, atmosphere, enchanted, meteor, and meteorite*. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Prepare sentence stems to provide to students:
 - An asteroid/meteor is _____. They are interesting because _____.
 - 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 _____.

Universal Access

- To make syllable division concrete for students, map from the first vowel to the next vowel by pointing to the letters and writing 'V's and 'C's under the letters in the word. This will show the first pattern for syllable division. Then, underneath and to the right, map from the second vowel to the third so you can more clearly see the next syllable division pattern. This is called stacked mapping.
- Prepare visuals of an asteroid and a meteor for Emergent Bilingual Students.
- Prepare Syllable Cut-Ups resource game for additional syllabication support.



Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a list of words from the lesson (*established*, *telescope*, *fantastic*, *potatoes*, *enchanted*). In small groups, have them read the words aloud and clap out the syllables as they say each word.

Intermediate

Have students write three sentences with words from the lesson (*established*, *telescope*, *fantastic*, *potatoes*, *enchanted*). Exchange with a partner and have them identify each syllable.

Advanced/Advanced High

In pairs, give students words from the lesson (*established*, *telescope*, *fantastic*, *potatoes*, *enchanted*). Have students divide the words into syllables and identify if the syllable is open or closed. Have students listen and discuss whether they agree or disagree with their partner's classification. "Provide a sentence frame: The syllables in this word are _____. This syllable is _____ because _____."

ELPS 1.E; ELPS 2.A


Lesson 6: Review Dividing Three-Syllable Words

Foundational Skills

15M

Primary Focus

Students will read and spell multisyllabic words by dividing them into syllables.

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

REVIEW SYLLABLE DIVISION RULES (5 MIN.)

- Ask students what they recall about syllable division rules and why it is important that we learn how to divide words into syllables. Have students turn and talk to activate their background knowledge. Provide sentence stems: "Syllables are divided by . . ." or "When we divide words into syllables, 'we . . .' for students to use in their discussions.
- Review syllable division rules by modeling syllabication of *established*.
- Display the word *fantastic*.
- Underline the vowels and label each with a 'V' for vowel. Write a 'C' under each consonant.
- Explain that when two consonants come between two vowels, divide between the consonants. This means the first syllable is closed because it ends with a consonant, so the vowel has a short /a/.
- Explain that because there are two consonants after the first vowel 'a', you will put a slash between the letters 'n' and 't'. This is a CVC syllable pattern *fan*.
- Point to the next vowel: 'a'. Because only one consonant comes between two vowels, divide after the 'a'. This makes the second syllable an open syllable, and it will have the short should /a/. This is a vowel-consonant-vowel pattern.
- Review that the final syllable is *-stic* and is pronounced /stik/.
- Blend the syllables together to decode the word *fantastic*.



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.

PRACTICE WITH DICTATION AND SYLLABICATION (10 MIN.)

- Ask students to turn to Activity Page 6.1 and follow instructions.
- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again and write the word in cursive: *telescope*, *fantastic*, *established*, *enchanted*, *potatoes*. If a student needs to hear the word again, say “Class repeat.” This will encourage active listening and participation.
- Instruct students to write a sentence on the lines with the word the teacher says aloud. Remind students to write a complete sentence with a capital letter at the beginning and punctuation at the end.
- Dictate: *Studying comets helps astronomers understand the solar system.*
- Direct students to complete the responses by neatly writing in cursive, leaving space between words.
- After dictating words, have students work in partners to read the words, dividing them into syllables. Offer feedback such as “Focus on keeping your letters of uniform size and proportion.” and “Focus on connecting your letters smoothly. Work on making the transition from ‘u’ to ‘d’ more fluid.”

Note: The word *telescope* contains schwa—an open unstressed syllable. Provide immediate and corrective feedback if students have difficulty with syllabicationing this word. You may consider syllabicationing this word on the board for the entire class: tel/e/scope (closed syllable/open schwa/VCe syllable).

Support

Use the stacked mapping strategy to assist students with syllable division in the Dictation activity. Stacked mapping is the first vowel to the next vowel with Vs and Cs under the letters in the word.

Activity Page 6.1



Activity Page 6.1: Divide Three-Syllable Words

Collect Activity Page 6.1 and assess students' spelling and syllabication of multisyllabic words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.



Foundational Skills

Reading/Viewing Closely

Beginning

Provide visuals of an asteroid and a meteor. Have students draw a comet. In pairs, have students describe what a comet looks like.

Intermediate

In small groups, have students discuss what is interesting about asteroids and meteors. Have them describe them and provide at least one reason why they are interesting. Provide a sentence stem: "An asteroid/meteor is _____. They are interesting because . . ."

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

Reader



Pages 26–29

Lesson 6: Review Dividing Three-Syllable Words

Reading

Primary Focus:

Students will read Chapter 5 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate eye contact, volume, enunciation, and speaking rate. **TEKS 3.1.C**

Students will read multisyllabic words by dividing them into syllables. **TEKS 3.1.C; TEKS 3.2.A.ii**

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

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

READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today students will read Chapter 5 of *To the Stars: Lily Explores Space*, "Meteors and Asteroids," starting on page 26.
- Have students Think-Pair-Share to paraphrase what happened in Chapter 4, "Stargazing," in logical order. Provide sentence frames: "First..."; "Then..."; "Last..."
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

asteroids, n., rocks that orbit, or travel around, the sun

Example: The asteroids were moving rapidly through space at the speed of tens of thousands of miles per hour.

astonishing, adj., extremely surprising or impressive

Example: The magic show was astonishing.

atmosphere, n., the mixture of gasses around the earth or other objects in space

Example: The atmosphere that surrounds the earth is full of the air that we breathe.

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

enchanted, adj., filled with delight, having or seeming to have magical quality

Example: We were enchanted by the children's charming and beautiful singing.

meteors, n., bright streaks or flashes in the sky caused by small pieces of rock entering the atmosphere and burning up

Example: The scientists studied the meteors in space as they traveled across the sky.

meteorite, n., a piece of rock from outer space that lands on Earth's surface

Example: A meteorite landed in the creek outside my house.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students to think about what prior knowledge they may have about the words and where they might have seen them. Pair students with a partner nearby to share their thoughts or responses with. Invite a few pairs to share their ideas with the whole class.
- 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 “Meteors and Asteroids”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	asteroids atmosphere meteors meteorite	astonishing enchanted	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Explain that students will examine a new high-frequency word. Display the word *mountains*.
- Instruct students to identify the consonants and vowels in *mountains*, labeling the letters with a ‘C’ or ‘V.’ Ask: What pattern emerges? (*two CVVC patterns*)
- Ask: Where should the syllables be divided? (*between the consonants*) Draw

a line to divide the two syllables, *moun/tains*. Say the syllables as you clap them, then have students repeat in unison.

- Focus on the first syllable. Underline the vowel team 'ou'. Remind students that they have learned that these vowels together are sometimes pronounced as a diphthong, or sliding vowel, that sounds like /ow/ as in *mouse*. They have seen this team with the high-frequency word *about*.
- Focus on the second syllable. Underline the vowel team 'ai'. Remind students that they have learned that schwa is a common sound for a vowel to make in an unstressed syllable. In *mountains*, the stress is on the first syllable.
- Say the syllables as you clap them, then have students repeat in unison. Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /m/ /ow/ /n/ /t/ /ə/ /n/ /z/. For additional support, display the Spelling Cards for each sound.
- Display the Tricky Word, read it, and use it aloud in a sentence:
 - *diamond*
- Point out which parts of each word are not regular and either will be taught later or simply must be remembered.
 - Tricky Word: *diamond* (Explain that the 'ia' is pronounced as a long 'i'.)
- Invite students to share what they already know about the meaning of this word.
- Guide the class in reading Chapter 5, starting with "Lily was excited . . ." on page 26.
- Begin reading the first sentence. Pause before you get to the word *asteroid* and point it out as a word you are unsure how to pronounce. Point out the fact that it is a bolded word, which means the pronunciation is located in the glossary.
- Review referencing the glossary to support reading the word *asteroid*.
- Reread the entire sentence fluently from the beginning.
- Remind students 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.
- Tell students this chapter is full of multisyllabic words they may be unfamiliar with, and they should read carefully and accurately while still supporting their comprehension through rereading.
- Pair students with intentional reading partners.

- Instruct students to partner read the assigned section of the Reader, ending with “. . .stars with you.” on page 29. When reading or discussing the story, remind students to speak at an appropriate rate and volume while maintaining eye contact.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback about students reading accurately and self-correcting when reading the text.
- Choose strategic pausing points to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
 1. **Literal.** What is the difference between asteroids and meteors mentioned in the text? (*Asteroids are like space rocks that orbit the sun, while meteors are smaller pieces of asteroids that enter Earth’s atmosphere.*)
 2. **Inferential.** What is the most likely reason the author compares the shapes of asteroids to potatoes and diamonds? How does that help you visualize what asteroids look like? (*To illustrate that they can come in different sizes and forms, such as space potatoes or diamonds.*)
 3. **Evaluative.** What do Lily’s words and actions show about her relationship with her dad? (*Lily is close to her dad and enjoys spending time with him. Evidence: Her favorite time was when her dad joined her. They spent hours together, stargazing and talking about the mysteries of the universe.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
 - Asteroids are ____ while meteors are ____.
 - The author wanted to ...
 - Lily is _____. I know this because in the text...

WRAP UP (5 MIN.)

- Have students open to Activity Page 6.2.
- Have students match the definition to the glossary words, then use them to answer the question below.
- Remind students to write in cursive, leaving space between words.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback.

Activity Page 6.2





Check for Understanding

Collect Activity Page 6.2 and check for students' ability to define and use vocabulary words.

End Lesson

Lesson 6: Differentiated Instruction

Additional Support

MORE HELP WITH SYLLABICATION

Syllable Cut-Ups

- Introduce Syllable Cut-Ups. Have students work in pairs. Distribute scissors and glue to each pair.
- Provide one student with Word List A and the other student with Word List B (Syllable Cut-Ups Teacher Resource).
- Provide students with a copy of the Syllable Cut-Up Activity Page, found in the Teacher Resources.
- Have each student cut one word at a time into syllables and glue each syllable separately in boxes on Syllable Cut-Ups.
- Have students exchange their copies of the activity page, read each syllable on a line, and then blend the syllables together to form the word.
- Continue until all words are read.
- In preparing for the Syllable Cut-Ups game, add words geared toward the mix of proficiency levels in your class. Decrease difficulty by creating alternate A and B sheets that include two-syllable words. Increase difficulty by adding four-syllable words. Create intentional pairs to encourage peer support.

REVIEW

Dividing Three-Syllable Words with Consonant +le Syllables

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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

Reading

Students will speak coherently about the Reader *To the Stars: Lily Explores Space*

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

Students will read Chapter 6 of *To the Stars: Lily Explores Space* and will listen

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

✚ Students will read multisyllabic words by dividing them into syllables. **TEKS 3.2.A.ii**

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

✚ frequency word *together*. **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 3.2.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.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

FORMATIVE ASSESSMENT

Activity Page 7.1

Divide Three-Syllable Words with Consonant +/e Syllables

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


Activity Page 7.2

Reader Response

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Dividing Syllables with Consonant +/e Syllables	Whole Group	5 min.	
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Final Stable Syllables: <i>-ble, -dle, -gle</i> (TR 3.1) <input type="checkbox"/> Final Stable Syllables: <i>-sle, -zle, -ple</i> (TR 4.1) <input type="checkbox"/> Final Stable Syllables: <i>-cle, -kle, -ckle, -cal</i> (TR 5.1) <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Small Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 30–35) <input type="checkbox"/> Anecdotal Reading Record
Practice with Reader Response	Independent	5 min.	<input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> Grade 3 Foundational Skills Record

 **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.

ADVANCE PREPARATION

Foundational Skills

- Gather and prepare to display the following materials from previous lessons:
 - Final Stable Syllables: *-ble*, *-dle*, *-gle* (TR 3.1), which was first used in Lesson 3.
 - Final Stable Syllables: *-sle*, *-zle*, *-ple* (TR 4.1), which was first used in Lesson 4.
 - Final Stable Syllables: *-cle*, *-kle*, *-ckle*, *-cal* (TR 5.1), which was first used in Lesson 5.
 - Gather age-appropriate books, newspapers, or magazines that have final stable syllables for Emergent Bilingual Students to look through.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *eyepiece* and *pondered*. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Consider using sticky notes to mark this section.
- Retrieve the Anecdotal Reading Record sheet from the Teacher Resources. Plan to listen to each student read at least once during the week and note student performance.

Universal Access

- Create a list of four-syllable words with consonant *+le* syllables for the Practice with Reading and Dictation Challenge activity. These words may include: *unfixable*, *collectible*, *available*, *responsible*, and *accessible*.
- Gather letter tiles or index cards with letters written on them that students can use for the Practice with Reading and Dictation Support activity.
- Prepare cards with words, both with and without the consonant *+le* ending for additional support.
- Prepare a visual of a telescope for Emergent Bilingual Students.

Lesson 7: Review Dividing Three-Syllable Words with Consonant +le Syllables

Foundational Skills

15M

Primary Focus

Students will read and spell multisyllabic words with final stable syllables.



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

REVIEW DIVIDING SYLLABLES WITH CONSONANT +LE SYLLABLES (5 MIN.)

- Review syllable division rules by modeling syllabication of *quadruple*.
- Remind students that they can use what they know about syllable types and chunking to read and spell these words.
- Write the word *quadruple* on the board in cursive, modeling proper letter formation. Invite students to write the words in cursive in the air with their index finger.
- Ask: What do you notice about the end of this word? (*It has a -ple syllable.*)
- Prompt students to turn to an elbow partner and identify the three vowel spellings. ('a,' 'u,' and 'ple') Focus students' attention on *quadruple* while you underline the vowels and label each with a 'V' for vowel. Write a 'C' under each consonant.
- Ask: Why is the first 'u' is not considered a vowel spelling? (*It is there as part of the 'qu' consonant spelling.*)
- Focus students' attention on *quadruple* and direct students to Think-Pair-Share: Where does the first syllable end? (*after the 'd'*) Invite a student to the board to draw a slash between the letter 'd' and 'r'.
- Direct students to Turn and Talk: How did you know the first syllable ended there? (*When two consonants come between two vowels, the word divides between the consonants.*)
- Prompt students to turn to an elbow partner and explain the difference between an open syllable and a closed syllable. (*An open syllable has a long*



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.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.

vowel sound and ends in a vowel; a closed syllable has a short vowel sound and ends in a consonant.)

- Ask: Is the first syllable open or closed? (*It is closed because it has a short vowel sound and ends with a consonant.*)
- Point out that this is a CVC syllable pattern: *quad*.
- Ask students to turn to an elbow partner and identify the final syllable. (*-ple*)
- Confirm that this word ends with a consonant +*le* syllable. Point out that the vowel in that syllable is 'e'. Explain that since this is a consonant +*le* syllable, it is pronounced /p/ / l/, so the syllable is divided before the spelling 'ple'.
- Point out the 'r' and 'u' in the middle. Ask students to turn to an elbow partner and determine if this is an open or closed syllable. (*Explain that it is a CV syllable pattern, pronounced with a long 'u' sound, so it is open.*)
- Prompt students to chorally blend the syllables together to decode the word *quadruple*.
- Explain that *quadruple* means "multiplied by four."
- Tell students that in this lesson, they will focus on reading and writing three-syllable words using all of the consonant +*le* spellings they have learned.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 7.1.
- Display the following for student reference during Reading and Dictation:
Final Stable Syllables: *-ble, -dle, -gle*; Final Stable Syllables: *-sle, -zle, -ple*; and Final Stable Syllables: *-cle, -kle, -ckle, -cal*.
- Ask students to point to the first word: *flexible*.
- Ask students what stable syllable they see in the word. (*-ble*) Have students underline the syllable.
- Ask students how many syllables are in the word. (*three*) Have students write 'V' under each vowel.
- Point out that because there is an 'x' after the vowel, the vowel is short, and the syllable divides after the 'x'. This is because the /x/ sound is always preceded by a short vowel sound.
- Prompt students to turn to an elbow partner and determine where to mark the next syllable. (*before the letter 'b'*) Point out that this leaves the 'i' by itself. Because it is not stressed, this 'i' is pronounced as a schwa.

Support

Provide students with letter tiles to help them see the division of words into syllables in a concrete manner.

Activity Page 7.1





Foundational Skills

Foundational Literacy Skills

Beginning

Ask questions about words with final stable syllables: What final syllables do you hear in the word *critical*? What final syllables do you hear in the word *flexible*? What final syllables do you hear in the word *multiple*?

In pairs, have students practice pronouncing these words.

Intermediate

Have students find words with final stable syllables in a book, newspaper, or magazine. Have them write down the words they find and discuss their meanings with a partner.

Encourage students to listen to their partner's words and compare them to their list to see if they found any different words.

Advanced/Advanced High

Have students write sentences using any words with final stable syllables that they have learned. In pairs, they can read their sentences aloud.

ELPS 1.H, ELPS 2.A

- Prompt students to chorally blend the syllables together to decode the word *flexible*.
- Have students point to the word *multiple*. Prompt them to underline the consonant +le syllable (*-ple*) and label the vowel spellings and consonants.
- Ask students how many syllables are in this word. (*three*)
- Ask students where they should divide the syllables. (*mul/ti/ple*)
- Prompt students to chorally blend the syllables together to decode the word *multiple*.
- Focus students' attention to the word *critical*. Remind students that *-al* is usually used when the letter before the suffix is a tall or deep letter (*b, d, f, g, h, j, k, l, p, t, and y*). If the letter before the suffix is a small letter (*a, c, e, m, n, o, r, s, u, v, w, x, or z*), then the ending is usually spelled *-el* or *-al*.
- Ask: Is the letter before the suffix a tall or deep letter, or is it a small letter? Confirm for students that the letter before the suffix is small 'c', so the sounds / / + /l/ are spelled with *-al*.
- Prompt students to chorally blend the syllables together to decode the word *comical*.
- Direct students to read the remaining words, underline consonant +le syllables, and divide the syllables.
- Have students read the two sentences next to numbers six and seven, underline consonant +le syllables, and divide the syllables.
- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again and write the word: *comical, unstable, mishandle, tentacle, optical*.
- After dictating words, have students work independently to read the words, underlining the consonant +le ending and dividing them into syllables.
- Have students write a sentence using one three-syllable word with consonant +le syllables from Activity 7.1 on the line next to number 13.
- Direct students to complete the responses in cursive. Offer feedback such as "Focus on maintaining consistent slant and angle throughout your writing." and "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."



Activity Page 7.1: Divide Three-Syllable Words with Consonant +le Syllables

Collect Activity Page 7.1 and assess students' spelling and syllabication of multisyllabic words with final stable syllables. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Challenge

Challenge students divide syllables in four-syllable words, such as *oversimple*, *unfixable*, *collectible*, *available*, *responsible*, and *accessible*. A list of these words can be provided for students or they can generate their own list.

Lesson 7: Review Dividing Three-Syllable Words with Consonant +le Syllables

Reading



Primary Focus:

Students will read Chapter 6 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words in context. **TEKS 3.1.C; TEKS 3.2.A.ii**

Students will read and pronounce the Tricky Word *suggested* and the high-frequency word *together*. **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 TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that in this lesson, students will read Chapter 6 of *To the Stars: Lily Explores Space*, "Space Club," starting on page 30. Ask that students retell some of the things they've learned in Chapter 5, using the sentence stem: "In Chapter 5, the author taught . . ."
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

Reader



Pages 30–35

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

eyepiece, n., the glass part of a telescope that makes the image the telescope is focused on appear larger and nearer
 Example: The eyepiece needed to be adjusted on the telescope so the image was more clear.

pondered, v., to think about something carefully and deeply
 Example: As José sat under the tree during recess, he pondered which game to play with his friends after school.

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

Vocabulary Chart for “Space Club”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	eyepiece	pondered	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Explain that students will examine a new high-frequency word. Display the word *together*.
- Instruct students to turn and talk with a partner about where to divide the word based on what they know about syllables. Students should write down the word with lines dividing the syllables and raise their hands when they are ready to have their work checked. Confirm the correct answer as *to/geth/er*.
- Underline the ‘th’. Remind students that there are two types of /th/ sounds: voiced and unvoiced. Ask: What trick can we do with our fingers to see if a /th/ sound is voiced or unvoiced? (*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 *together*. Ask: Is the /th/ sound voiced or unvoiced in *together*? (*voiced*)

- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /t/ /o o/ /g/ /e/ /th/ /er/. For additional support, display the Spelling Cards for each sound.
- Display the sentences from the Reader that include the word *together*. Have students take turns reading them with a partner to build fluency.
 - They giggled together as Ted tried to wiggle away. (p. 21)
 - They spent hours together, stargazing and talking about the mysteries of the universe. (p. 28)
 - Space Club members decided to learn more about space together. (p. 30)
 - These scientists have to work together to tackle critical questions. (p. 31)
 - Astronauts and astronomers work together to make the biggest discoveries! (p. 47)
 - He loved taking things apart to see how they worked and putting them back together. (p. 56)
- Display the Tricky Word, read it, and use it aloud in a sentence:
 - *suggested*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
 - Tricky Word: *suggested* (Explain that 'gg' is pronounced /g/ and /j/. This word includes both the hard and soft pronunciation of the 'g' spelling.)
- Invite students to share what they already know about the meaning of this word.
- Ask students to turn to a turn and talk partner and retell in logical order what happened in Chapter 5. (*Lily was so excited to learn about meteors and asteroids, she bought a telescope to use in the backyard with her dad.*)
- List on the board the words from this section of the text that are three-syllable words with consonant +le syllables: *multiple, critical, tentacle, particle, optical*. Have students come to the board to quickly decode the words.
- Ask: Based on the events that have taken place in the story so far, what will Lily most likely do next? (*Chapter 6 might be about the space club Lily joins and what scientists learn about space by using telescopes.*)
- Pair students with intentional reading partners.
- Focus students' attention on the labeled diagram of the telescope on page 33. Read each of the labels aloud, having students echo each word.

Challenge

Have students use locally approved resources to find information about space telescopes and observatories.

- Explain that when we read a diagram, it helps support our understanding of what we're reading in the text.
- Prompt students to try to explain the role of each labeled part of the telescope with their partner. Model by using the following sentence stem: "According to the diagram, the *tripod supports the telescope by keeping it steady on the ground.*"
- Instruct students to partner read Chapter 6 of *To the Stars*.
- Model partner reading with a student volunteer, alternating reading each phrase and providing assistance to each other as needed.
- Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.
- Direct reading partners to speak coherently and 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 Reader or prompts. Example prompts include:
 1. **Literal.** What did Lily bring to the Space Club to share? (*She brought her telescope so she could explain to her friends how it does important work.*)
 2. **Inferential.** What is the most likely reason the author includes the diagram of the telescope on page 33? (*so the reader will be able to see what a telescope looks like and identify the different parts of a telescope*)
 3. **Evaluative.** What is the most likely reason the author uses the words "the dance of planets and galaxies" to describe what is happening in space on page 31? (*to make a comparison of the planets moving and a dance*)
- Ensure students draw on evidence from the text to support their responses given the following sentence stems:
 - Lily brought...
 - The most likely reason the author included ____ was because . . .
 - Based on text evidence in paragraph ____, I can infer . . .
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.

PRACTICE WITH READER RESPONSE (5 MIN.)

- Have students open to Activity Page 7.2. Read aloud the directions. Point out that the word bank is populated with words from the Reader containing three-syllable words with consonant +/e syllables.
- Instruct students to answer the prompt about the Reader using words from the word bank.
- Remind students to write in cursive, leaving spaces between words.
- Circulate and monitor as students write in cursive on Activity Page 7.2, 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.” and “Remember to keep your letters consistently sized. Try making your ‘l’ a bit taller to match the height of your other letters.”

Activity Page 7.2



Check for Understanding

Collect and review Activity Page 7.2 to assess students' ability to read and spell three-syllable words with consonant +/e syllables as well as students' 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 MULTISYLLABLE WORDS WITH CONSONANT +LE SYLLABLES

- Use stacked mapping to make syllable division concrete for students. Map from the first vowel to the next vowel with 'V's and 'C's under the letters in the word. This will show the first pattern for syllable division. Then, underneath and to the right, map from the second vowel to the third so you can more clearly see the next syllable division pattern.
- Prepare cards with words, both with and without the consonant +le ending such as *fixable*, *critical*, *handle*, *historical*, *jungle*, *irresponsible*, and *practical*. Have students sort the cards into two groups. This will help them visually recognize and distinguish words with the specific ending.
- Provide students with opportunities to practice dividing two-syllable words with consonant +le endings.

8


REVIEW

Final Stable Syllables

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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

Reading

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

 related sequences of events for partner reading. **TEKS 3.1.B**

 Students will read and pronounce Tricky Words. **TEKS 3.1.B; TEKS 3.2.A.vii**

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


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

FORMATIVE ASSESSMENT

Activity Page 8.1

Spell and Sort with Final Stable Syllables

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

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **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) identify and read high-frequency words from a research-based list; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spell and Sort with Final Stable Syllables	Independent	15 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Word Sort with Final Stable Syllables (Digital Component 8.1) <input type="checkbox"/> glue sticks <input type="checkbox"/> paper strips <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Tether Tricky Words	Small Group	7 min.	<input type="checkbox"/> Tether Tricky Words Cards (TR 8.1) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> Partner Reading Feedback
Partner Read <i>To the Stars: Lily Explores Space</i>	Small Group	8 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (Chapters 5–6) <input type="checkbox"/> Partner Reading Feedback
Take-Home Material			
Final Stable Syllables Match-Up			<input type="checkbox"/> Activity Page 8.2

ADVANCE PREPARATION

Foundational Skills

- Cut paper strips to students for them to use as they work on Spell and Sort and Activity Page 8.1. Each student will need up to 28 strips of paper.

> Digital Component 8.1

- Have the Fluency Supplement available for additional support.
- Create an enlarged version of Activity Page 8.1 to display, or prepare to display the digital version.

Reading

- Predetermine the small groups for Tether Tricky Words.
- Prepare copies of TR 8.1 for students.
- Cut out a set of Tether Tricky Words Cards for each small group to work with.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Gather Partner Reading Feedback (TR 9.2) from Unit 1, Lesson 9.
- Prepare sentence frames to provide to students:
 - I think it says ____.
 - Let me try to read that word one more time.
 - I think this sentence goes ____ because . . .
 - During the timed reading, I focused on ____.
 - To maintain accuracy and comprehension, I ____.

Universal Access

- If needed, gather and prepare to display the following materials from previous Unit 6 lessons: Final Stable Syllables: *-ble*, *-dle*, *-gle*; Final Stable Syllables: *-sle*, *-zle*, *-ple*; and Final Stable Syllables: *-cle*, *-kle*, *-ckle*.
- Provide a few of the words prewritten for students who need support during the Speak and Sort Activity. Alternatively, provide pre-written word parts. For example, provide *verti-* and have students complete the word to make it *vertical*.
- Adjust the number of words dictated in Spell and Sort according to student

needs.

- If challenging students to write a sentence with final stable consonant words of their own, have them brainstorm a few words first and add them to Activity Page 8.1.
- As added support while students play Tether Tricky Words, dictate the words or provide visual cues.
- Prepare to provide students with a list of base words (examples include *bit*, *chuck*, *gig*, *lit*, *hum*, etc.) for additional support and differentiating instruction.
- Have the Fluency Supplement available for additional support.

Lesson 8: Review Final Stable Syllables

Foundational Skills

15M

Primary Focus

Students will read and spell multisyllabic words with final stable syllables.

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

Activity Page 8.1



Challenge

Have students write sentences using words with final stable syllables that they think of on their own.

SPELL AND SORT WITH FINAL STABLE SYLLABLES (15 MIN.)

- Ask students to turn to Activity Page 8.1 while you display the digital version (Digital Component 8.1), and pass out copies of TR 8.1 to students.
- Instruct students to follow directions and explain that students will complete a Spell and Sort activity to review and practice their understanding of consonant +/e syllables.
- Distribute strips of paper to each student.
- Prompt students to examine each of the final stable syllables listed on Activity Page 8.1 Point out that three words have already been sorted into their categories (*stumble*, *handle*, *finagle*).
- If necessary, practice a few words as a class.
- Read aloud the words listed below, one at a time. Read each word twice. Have students write each word in cursive on a strip of paper. Then, have them sort the strips into the categories on Activity Page 8.1 If students need the



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.

word repeated, the teacher should say, “Class repeat.” This will help increase student engagement and participation.

- Read the following words to students: *crumple, hassle, article, embezzle, crinkle, vertical, stumble, finagle, chuckle, unwrinkle*.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback. Offer feedback such as “Focus on keeping your letters of uniform size and proportion.” and “You’re doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle.”
- Once students have finished writing their words, direct students to review their sorted words.
- Then, have them use a glue stick to secure each word strip under its corresponding category.
- Direct students to write a sentence in cursive using two of the words from Spell and Sort.



Activity Page 8.1: Word Sort with Final Stable Syllables

Collect Activity Page 8.1 and assess students' sorting and spelling using consonant +le syllables. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 8: Review Final Stable Syllables

Reading



Primary Focus

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

Students will read and pronounce Tricky Words. **TEKS 3.1.B; TEKS 3.2.A.vii**

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

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

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.vii** Identify and read high-frequency words from a research-based list; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TETHER TRICKY WORDS (7 MIN.)

- Tell students that today you will review recent Tricky Words with a game called Tether Tricky Words.
- Divide the class into small groups. Distribute Tether Tricky Words Cards to each group.
- Explain the game to students:
 - The Tricky Word Cards each contain groups of letters that when put together make a Tricky Word.
 - Each word is broken into three pieces.
 - Not every piece represents a syllable.
 - Students should work in their groups to mix and match cards until they have made each of the Tricky Words.
- Have students begin working in their groups to match cards. Circulate and provide corrective feedback as needed. Note that the word parts will spell *journeys, spaghetti, thought, through, beautiful, diamond, suggested, laughed*.
- To save time, only assign three Tricky Words per group.

PARTNER READ TO THE STARS: LILY EXPLORES SPACE (8 MIN.)

- Tell students that today's reading will be focused on fluency. Remind students that fluency includes rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Tell students that today they will work with a partner to focus on fluency. Pair students with intentional reading partners.
- Explain that today students will partner read Chapter 5 and 6 of *To the Stars: Lily Explores Space*, "Meteors and Asteroids" and "Space Club," starting on page 26.
- Invite students to recall what happened in the previous section of *To the Stars: Lily Explores Space*.
- Emphasize that students should focus on phrasing and intonation as they read.
- Model partner reading with a focus on expression with a student volunteer, alternating reading sentences and helping each other as needed.
- Today, students will follow these Partner Reading routines.
 1. Open Reader.
 2. Partner up.

Reader



Pages 22–25



Reading

Reading

Beginning

Have students work with a partner, taking turns reading the text aloud. Prompt them to pause and self-correct if they miss a word. Provide sentence frames: "I think it says ____." or "Let me try to read that word one more time."

Intermediate

Pair students and have them write sentences from the Reader on sentence strips. Have them mix them up and work collaboratively with a partner to discuss and arrange the sentences, taking turns reading and listening to confirm the correct order together. Provide a sentence frame: "I think this sentence goes ____ because . . ."

Advanced/Advanced High

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

ELPS 1.B, ELPS 2.A

3. Take turns reading paragraphs.

4. After reading, provide feedback to your partner about phrasing and intonation. Use the stems provided such as, "Your pacing was great because it let the story flow but was not too fast to understand."

- Model giving your reading partner feedback, using the sentence stems on Partner Reading Feedback.
- Have students repeat the Partner Reading routines back to you and then have them start the Partner Reading routine.
- Direct students to alternate reading sentences until the end of Chapter 4. If time allows, encourage students to partner read Chapters 5 and 6.
- 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.
- After several minutes, have students evaluate each other's reading by giving each other positive feedback. Listen for effective student feedback. Remind students that they should be conversing politely with their partner. Provide sentence frames to students such as:
 - I noticed you read smoothly because....
 - I liked it when you....
 - You corrected yourself when...
 - You did a great job with....
- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading.



Check for Understanding

As students partner read, note students who need more practice with fluency, including accuracy, rate, and prosody. Consider meeting one-on-one with these students to better assess and address fluency gaps focusing only on phrasing and intonation.

End Lesson



Lesson 8: Review Final Stable Syllables

Take-Home Material

Have students take home Activity Page 8.2 for additional practice with this lesson's objectives.

Lesson 8: Differentiated Instruction

Additional Support

MORE HELP WITH FINAL STABLE SYLLABLES

- Have students practice adding final stable syllables to base words. Provide them with a list of base words (examples include *bit*, *chuck*, *gig*, *lit*, *hum*, etc.). Have students determine what final stable syllable would make each base word into a real two-syllable word. Also discuss with students which words already have two consonants at the end (e.g., *chuck*) and which only have one consonant, and therefore require that final consonant to be doubled before adding *-le* (e.g., *gig*, *lit*).
- Provide students with final stable syllable words that have the final 'e' and the consonant before the 'l' removed (e.g., provide *am_l_* for *ample*, or *tac_l_* for *tackle*). Have students write into the blanks the missing consonant and the final 'e' to complete the stable syllable.
- Support student fluency practice by modeling fluent reading as needed. Consider modeling reading paragraph by paragraph, having students reread the paragraph chorally.

INTRODUCE

Suffixes: –ful and –less

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell words with suffixes.

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

Reading

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate speaking rate. **TEKS 3.1.C**



Students will read Chapter 7 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**



Students will read, identify meaning, and use words with suffixes.

🇺🇸 **TEKS 3.1.C; TEKS 3.2.A.vi**

Students will read and pronounce the Tricky Word *knowledge* and the high-frequency word *often*. **TEKS 3.1.B; TEKS 3.1.C; TEKS 3.2.A.vii**



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



Students will identify the meaning of and use words with the –ful and –less affixes.

🇺🇸 **TEKS 3.1.B; TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 9.1

Identify Suffixes: –ful and –less

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

Activity Page 9.2

Identify How Suffixes: –ful and –less Change the Meaning

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

🇺🇸 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Add Suffixes: <i>-ful</i> and <i>-less</i>	Whole Group	5 min.	<input type="checkbox"/> Add Suffixes: <i>-ful</i> and <i>-less</i> (TR 9.1) <input type="checkbox"/> Add Suffixes: <i>-ful</i> and <i>-less</i> (Digital Component 9.1) <input type="checkbox"/> Word Matrix <i>-ful</i> and <i>-less</i> (TR 9.2) <input type="checkbox"/> optional T-Chart (TR 9.3)
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 36–40) <input type="checkbox"/> optional Venn Diagram (TR 9.4)
Wrap Up	Whole Group	5 min.	<input type="checkbox"/> Activity Page 9.2

ADVANCE PREPARATION

Foundational Skills

- Create an enlarged version of Add Suffixes: *-ful* and *-less*, or prepare to display the digital version.
- Display Word Matrix *-ful* and *-less*.
- Prepare copies of TR 9.1, TR 9.2, TR 9.3 and TR 9.4 for students.

> Digital Component 9.1

Reading

- Preview the section of the Reader that will be read during this lesson to identify the suffixes in the text used as examples and to model reading with fluency, accuracy, and prosody.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *distant* and *theory*. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Prepare sentence frames to provide to students:
 - In the story, the main character is ____.
 - The story takes place in ____.
 - In this part of the text, the author introduces ____.
 - The central idea of this passage 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 . . .

Universal Access

- For additional support with the meaning *-ful* and *-less*, prepare sentences to further demonstrate the meaning of base words when these suffixes are added. (Examples: The household cleaner is harmful if you swallow it. Tigers are powerful creatures with sharp claws and teeth. The shot I had to get at the doctor's office was painless. I could not smell my new hairspray because it is odorless.)

- Prepare a list of words using the suffix *-ful* and *-less* for Emergent Bilingual Students. These words could include: *frightful*, *sleepless*, *unlawful*, *powerless*, and *respectful*.
- To challenge students, prepare a T-chart for them to brainstorm more base words that could have both *-ful* and *-less* added, and discuss the meanings of the new words.
- To challenge students, prepare a Venn diagram for them to compare and contrast the astronomers Copernicus and Galileo.

Start Lesson

Lesson 9: Introduce Suffixes: *-ful* and *-less*


Foundational Skills

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

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

ADD SUFFIXES: *-FUL* AND *-LESS* (5 MIN.)

- Tell students they will work with suffixes today. Ask for student volunteers to share with the class what they remember about suffixes. Answer may include: a suffix is a group of letters added to the end of a base word, and these letters change the meaning of the word when they are added.
- Prompt students to turn and talk: Who can remember what happens to a noun base word when the *-y* suffix is added after a noun base word? (*It turns a noun into an adjective.*)
- Explain that the two new suffixes they will learn today will also change the meaning of a base word.
- Tell students they will work with two suffixes today: *-ful* and *-less*. Explain that *-ful* means “full of” and *-less* means “without.”
- Display Word Matrix (TR 9.2) *-ful* and *-less*, explain the contents of each column.
- In the first column is the base word in the next column is the suffix-*ful* or *-less*.
- Tell students they will create new multisyllabic words with *-ful* suffix using the matrix for support.

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Model first using the base word *pain*.
- Demonstrate adding the suffix *-ful*. Write *painful* on the board. Ask students to Think-Pair-Share what *painful* may mean.
- Prompt students to turn and talk: What does *painless* mean? (*without pain*) How do you know? Prompt students to use the sentence frame: "I understand that 'painless' means ___ because ___." Prompt students to turn and talk: How are these words similar? (They both contain the base word *pain*.)
- Prompt students to turn and talk: How are these words different? (*They have different endings or suffixes*.)
- Underline the suffix in each word. Explain that because *-ful* means "full of," *painful* means "full of pain."
- Call on student volunteers to come up with base words to try in the matrix.
- Create new words, decode words, and discuss the meanings.
Note: Base words to use if students need guidance: color, skill, cheer. Give students a brief meaning for each base word as needed.
- Display Add Suffixes: *-ful* and *-less*.
- Tell students they will help you add suffixes to some more base words. Point to the word *harm*, and ask students to read the word aloud. Point to the suffix *-ful*. Write the new word in the third column: *harmful*.
- Ask students to read the new word aloud as you run your finger underneath it.
- Repeat with the rest of the words from the chart: *harmless*, *meaningful*, *meaningless*.
- Prompt students to turn and talk: How does the meaning of each word change when a different suffix is added? ("*full of harm*" versus "*without harm*"; "*full of meaning*" versus "*without meaning*")

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 9.1, and pass out copies of TR 9.1 to students.
- Ask students to point to the first word: *hopeful*.
- Prompt students to turn and talk: What is the base word? (*hope*)
- Prompt students to turn and talk: What is the suffix? (*-ful*)
- Ask students to underline the suffix.

Support

Provide sentences if students need additional support with the meaning of newly formed words. For example, if a student is not sure about the meaning of *forceful*, offer a sentence that provides some context such as "His knocks on the door were so *forceful* that the wreath hanging on the door shook."

Challenge

Have students make a T-chart with *-less* as a heading on one side and *-ful* as a header on the other. Ask them to come up with new base words that could add both *-ful* and *-less* to make a new word (e.g., harmful/harmless, meaningful/meaningless, etc.).

- Use sound-by-sound blending to decode *hopeful*.
- Ask students to read all five words, annotating the suffix.
- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again and write the word.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback on students' annotation of suffixes. Offer feedback such as "Ensure that your letters are properly spaced and don't run into each other." and "Great job forming the letter 'u'! I like how you started at the top and made a smooth, curved line."
- Read the following words: *frightful, sleepless, unlawful, powerless, respectful*.
- After dictating words, have students work in pairs to read the words, annotating the suffix and explaining how the suffix changes the meaning of the word. Provide the following sentence stem for students: "The suffix ____ changed the meaning of the word ____ because ____."
- Read the directions to the Challenge section: Think of one word that has the suffix *-less* and one word that has the suffix *-ful*. Write the words on the lines below.

Activity Page 9.1



Activity Page 9.1: Identify Suffixes: *-ful* and *-less*

Observe students as they work, and collect Activity Page 9.1 to assess students' ability to spell words with suffixes *-ful* and *-less*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 9: Introduce Suffixes: –ful and –less

Reading

15M

Primary Focus:

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate speaking rate. **TEKS 3.1.C**

Students will read Chapter 7 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read, identify meaning, and use words with suffixes.

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

Students will read and pronounce the Tricky Word *knowledge* and the high-frequency word *often*. **TEKS 3.1.B; TEKS 3.1.C; 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 –ful and –less affixes. **TEKS 3.1.B; TEKS 3.3.C**

READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Ask students to turn to their partner to recall what they read in the previous chapter.
- Explain that today students will read Chapter 7 of *To the Stars: Lily Explores Space*, “Astronomers,” starting on page 36.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

distant, adj., far away; not close or near

Example: We gazed at the distant stars on a clear night.

theory, n., an educated guess, explanation, or idea that tries to make sense of something based on observations, evidence, and reasoning

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.vii** Demonstrate and apply phonetic knowledge by 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; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



Foundational Skills

Reading/Viewing Closely

Beginning

Have students retell what they have read in *To the Stars: Lily Explores Space*.

Have students draw pictures to represent what has happened. Provide sentence frames: "In the story, the main character is ____." "The story takes place in ____."

Intermediate

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

Advanced/Advanced High

Have students retell today's reading with their partner. 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 . . ." Encourage students to listen to their partner and build on their ideas as they retell the reading.

ELPS 4.1

Example: After observing the birds for many months, the scientists came up with a theory about their strange behaviors.

- Conduct a brief discussion about the different words in the chart. Before reading each definition, ask students to hold up a 0–3 fingers to show how well they know the word. 0 = never heard the word; 1 = heard the word but don't know what it means, 2 = would know the word if they heard it used in a sentence; 3 = understand the word and could teach someone what it means.
- 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 "Astronomers"			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	theory	distant	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Write the word *meaningful* on the board. Explain that this word is in today's chapter. Remind students that they have learned about base words with the suffix *-ful*.
- Change the suffix to *-less*.
- Prompt students to Think-Pair-Share: How does this change the meaning of the word? (*Meaningful means "full of meaning" and meaningless means "without meaning."*)
- Explain that students will follow instructions and examine a new high-frequency word. Display the word *often*.
- Point out that *often* is usually pronounced with a silent 't', though some people choose to pronounce the 't'.
- Explain that in the word ending with *-ften*, *-sten*, and *-stle*, the 't' is usually not pronounced. This is because it is between two other consonant sounds, and leaving out the 't' sound makes pronunciation easiest.

- Display the following words with a silent 't' and instruct students to read the words chorally: *often, soften, castle, whistle, jostle, listen, glisten, moisten, fasten*.
- Display Tricky Word, read the word, and use it aloud in a sentence:
 - *knowledge*
- Point out which parts of each word are not regular and either will be taught later or simply must be remembered.
 - Tricky Word: *knowledge* (Explain that the 'k' is silent; know is pronounced with a /o/ instead of a /oe/ sound.)
- Invite students to share what they already know about the meaning of this word.
- Guide the class in reading Chapter 7 in *To the Stars*, pages 36–41.
- Pair students with intentional reading partners. Instruct students to partner read the assigned section of the Reader.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed.
- Direct reading partners to focus on reading with appropriate pace. Model as needed. (Example: "Pay attention to punctuation marks such as commas, periods, and semicolons. Pause briefly at commas and longer at periods to create natural breaks in your reading.")
- 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 or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
 1. **Literal.** What did Nicolaus Copernicus believe about the universe according to the text? (*Nicolaus Copernicus believed that Earth goes around the sun, contrary to the common belief at that time that the sun orbited Earth.*)
 2. **Inferential.** Based on the text, "Astronomers watch for changes in the sky, always hoping to make meaningful discoveries," what type of discovery would be meaningful? (*Discovery of a new planet, comet, asteroid, or a new object in space.*)

Challenge

Have students compare and contrast Galileo and Copernicus using a Venn diagram. Encourage them to use words with *-ful* and *-less* to describe the similarities and differences.

3. **Evaluative.** Do you agree with the statement “Astronomers are ‘fearless’ in their search for knowledge?” Why or why not? (*Answers may vary but should reflect an understanding that astronomers continuously seek to make discoveries about the vast and wondrous universe.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
 - Nicolaus Copernicus believed ...
 - Discovery of _____, _____, or _____ would be meaningful.
 - I agree because ... I disagree because ...

WRAP UP (5 MIN.)

- Ask students to turn to Activity Page 9.2, and pass out copies of TR 9.2 to students. TR 9.3 is also an optional T-Chart to help students as needed.
- Read the first sentence: *They use powerful telescopes to see distant galaxies.*
- Draw attention to the underlined base word: *power*.
- Prompt students to turn and talk: What suffix has been added to power? (*-ful*)
- Explain that this word would mean “full of power” because of the added suffix.
- Prompt students to turn and talk: If we change the *-ful* to *-less*, what would be the new meaning of the word? (*without power*)
- Read the new sentence with the new suffix added to the base word: *The superhero was powerless to stop the empty cargo ship from sinking in the massive storm.*
- Draw students’ attention to the instructions at the top of the page and invite them to answer question 2. Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback.
- Point out questions 3 and 4. Explain to students that they will need to use what they know about each suffix to determine the meaning of the word in context. Tell students to use the process of elimination, if needed, to help determine the correct answer.
- When students have finished the first four questions, draw their attention to the last item on the page. Read it aloud: “Use at least one word from the word bank to write a sentence telling something you learned about Galileo or Copernicus.”

Activity Page 9.2



- Invite students to complete the last item. Offer feedback such as “Focus on maintaining consistent slant and angle throughout your writing.” and “Focus on connecting your letters smoothly. Work on making the transition from ‘l’ to ‘e’ more fluid.”



Check for Understanding

As students search for words with the suffix *-ful* and/or *-less*, note students who may need additional support to identify these words. Pause to confer with students, asking them to identify the base word and suffix and read the word.

End Lesson

Lesson 9: Differentiated Instruction

Additional Support

MORE HELP WITH THE SUFFIXES -FUL AND -LESS

- Have students act out the difference in meaning of base words when either *-ful* or *-less* is added.
 - Word list: *painful* versus *painless*; *powerful* versus *powerless*; *joyful* versus *joyless*
- Read and/or show the following sentences. Ask them to choose the suffix, *-ful* or *-less*, that would make the most sense to complete the sentence.
 - She is so cheer___ that she seems to always have a smile on her face. (*-ful*)
 - The broken tool was use___ for helping them fix the old door. (*-less*)
 - His shirt is so color___ that it reminds me of a rainbow. (*-ful*)
 - The road was so long that it felt like it was end___. (*-less*)
 - I like to sit and think in the garden because it is so peace___ there. (*-ful*)

INTRODUCE

Suffix Spelling: Double the Final Consonant


PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaborate with others to spell words that change the base word by

 doubling final consonants. **TEKS 3.1.D**

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


 doubling final consonants. **TEKS 3.1.B; TEKS 3.2.A.vi; TEKS 3.2.B.vii.; TEKS 3.2.D**

Reading

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

 related sequences of events for partner reading. **TEKS 3.1.B**


Students will read Chapter 8 of *To the Stars: Lily Explores Space* and will listen

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


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


 consonants. **TEKS 3.1.C; TEKS 3.2.A.vi**

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

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

Students will identify how suffixes change the meaning of words.

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

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

FORMATIVE ASSESSMENT

Activity Page 10.1

Introduce Suffix Spelling: Double the Final Consonant

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


Activity Page 10.2

Wrap Up

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Suffixes: Double the Final Consonant	Whole Group	5 min.	<input type="checkbox"/> Suffix Spelling: Double the Final Consonant (Digital Component 10.1) <input type="checkbox"/> Word Matrix (T.R 10.1)
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Partner Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 42–47) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Optional Venn Diagram (T.R 10.2)

 **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use the words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

ADVANCE PREPARATION

Foundational Skills

- Create an enlarged version of Suffix Spelling: Double the Final Consonant, or prepare to display the digital version.
- Display Word Matrix *-ing, -ed, -er* (TR 10.1)
- Prepare copies of TR 10.1 for students.

> Digital Component 10.1

Reading

- Preview the section of the Reader that will be read during this lesson in order to be familiar with the text students are reading aloud when listening to make notes on Anecdotal Reading Records.
- Retrieve the Anecdotal Reading Record sheet from the Teacher Resources. Plan to listen to each student read at least once during the week and note student performance.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *accomplishment* and *experiment*. Display vocabulary on the board for students to decode.
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
- Prepare sentence stems to provide to students such as:
 - The text evidence ____ on page ____ helps me understand. . .

Universal Access

- Challenge students by having them compare and contrast astronomers from Chapter 7 and astronauts from Chapter 8, or Sally Ride and Neil Armstrong from Chapter 8, using a Venn diagram. Encourage them to use words from the Reader to describe the similarities and differences.
- Prepare a visual of an astronaut for Emergent Bilingual Students.

Lesson 10: Introduce Suffix Spelling: Double the Final Consonant

Foundational Skills

15M

Primary Focus

Students will collaborate with others to spell words that change the base word by doubling final consonants.

Students will read and spell words with suffixes that change the base word by doubling final consonants.



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

INTRODUCE SUFFIXES: DOUBLE THE FINAL CONSONANT (5 MIN.)

- Ask students to turn to their partner to recall what they have learned about suffixes.
- Tell students they will continue to work with suffixes today. Remind them that a suffix is a group of letters added to the end of a base word; these letters change the meaning of the word when they are added.
- Explain that students will work with the suffix *-ing*; this suffix shows an action is taking place.
- Explain that one-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix (ending) *-ing* is added. (Write this rule on the board for students to reference on Activity Page 10.2.) If the letters are not doubled, then the vowel sound in the base word would change from short to long.
- Display Word Matrix (TR 10.1) *-ing*, *-ed*, *-er* explain the contents of each column.
- In the first column is the base word in the next column is the suffix *-ing*, *-ed*, or *-er*.
- Tell students they will create new multisyllabic words with these suffixes using the matrix for support.



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

- Model using the Word Matrix with the word *running*. Write the word *running* on the board. Ask students the base word. (*run*) Ask students the suffix. (*-ing*) Underline *-ing*. Write the base word *run* on the matrix.
- Ask students how many syllables are in the word *run*. (*one*) Ask if it has a short or long vowel. (*short*)
- Explain that because *run* is a one-syllable word that has a short vowel sound and ends in a single consonant, we add an extra 'n' before adding the *-ing* to *run*. *Run* turns into *running*. Write *running* on the matrix in the *-ing* box. Circle the double 'n' in *running*.
- Write *runing* (*running* without the double consonant) on the board. Ask students how we would pronounce this word differently if we hadn't added the double 'n' to the word. (*it would have a long 'u' sound*)
- Explain that this is true for some other suffixes as well: *-ed* and *-er*.
- Display Suffix Spelling: Double the Final Consonant (Digital Component 10.1).
- Point to the word *shop* and ask students to read the word aloud. Point to the suffix *-ing*. Write the new word in the third column: *shopping*. Practice using the matrix to map out each new word.
- Ask students to read the new word aloud and discuss with a shoulder partner what they notice about the new spelling. Suggest the following sentence starter: "I noticed..." (*the 'p' was doubled because the letter 'o' in shop is short*).
- Have students collaborate with a partner and repeat with the rest of the suffixes from the chart.
- Call on students to share an example that they had discussed with their partner.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 10.1, and pass out copies of TR 10.1 to students.
- Ask students to point to the first word: *gripper*.
- Ask: What is the base word and the suffix?
- Student: The base word is *grip*, and the suffix is *-er*.
- Ask students to circle the double consonants and underline the suffix.
- Use sound-by-sound blending to decode *gripper*.
- Ask students to read all five blending words, annotating the consonants and

Activity Page 10.1



the suffix.

- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again and write the word. Direct students to complete the responses in cursive: *shopping, plugged, spotter, dripping, skipped*.
- After dictating words, have students read the words, annotate the consonants and the suffix, and write two sentences containing two of the words. Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback. Offer feedback such as:
 - “Check that your loops and tails are formed smoothly and connect to the next letter.”
 - “Check the spacing between your words. Make sure there's enough room between each word to maintain readability.”



Activity Page 10.1: Introduce Suffix Spelling: Double the Final Consonant

Collect Activity Page 10.1 and assess students' ability to spell words with suffixes *-ing* and *-ed*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 10: Introduce Suffix Spelling: Double the Final Consonant

Reading

Primary Focus:

Students will read Chapter 8 of *To the Stars: Lily Explores Space* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will read words with suffixes that change the base word by doubling final consonants. **TEKS 3.1.C; TEKS 3.2.A.vi**

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

Students will identify how suffixes change the meaning of words. **TEKS 3.3.C; TEKS 3.2.D**

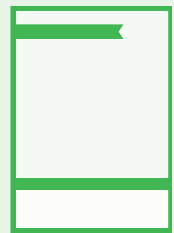
PARTNER READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today students will partner read Chapter 8 of *To the Stars: Lily Explores Space*, “Astronauts,” starting on page 42. Ask students to review what they have read so far by using the sentence stems “The text taught . . .”, “I noticed . . .”, and “I wonder . . .”
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

accomplishment, n., an impressive thing that is done or achieved after a lot of work

Example: She was proud of her accomplishment in science.

Reader



Pages 42–47

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

experiment

1. n., a scientific test that is done in order to study what happens and to gain new knowledge

Example: The experiment results showed that oil and water do not mix.

2. v., to perform a scientific test in order to study what happens and to gain new knowledge

Example: We performed an experiment to find out what happens to food left out on the counter.

- Conduct a brief discussion about the different words in the chart. Before reading each definition, ask students to hold up a 0–3 fingers to show how well they know the word. 0 = never heard the word; 1 = heard the word but don't know what it means, 2 = would know the word if they heard it used in a sentence; 3 = understand the word and could teach someone what it means.
- 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 “Astronauts”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		accomplishment	
Multiple-Meaning Core Vocabulary Words		experiment	
Sayings and Phrases			

- Pair students with intentional reading partners.
- Remind students that they have learned about base words with the suffixes *-ing*, *-ed*, and *-er*, and how to double the consonant in the base word when we add these suffixes.
- Write the word *hop* on the board. Explain that this base word is in today's chapter.
- Add the suffix *-ing* and ask students to read the word as you run your finger underneath it. Ask students to speak coherently and discuss with their partner how adding this suffix changes the meaning of the word. Suggest the sentence starter: The action . . . (*is happening now*)

- Erase *-ing* and add the suffix *-ed*. Ask students to read the word as you run your finger underneath it. Ask students to discuss with their partner how adding this suffix changes the meaning of the word. Suggest the sentence starter: The action . . . (*has already happened*)
- Erase *-ed* and add the suffix *-er*. Ask students to read the word as you run your finger underneath it. Ask students to discuss with their partner how adding this suffix changes the meaning of the word. Suggest the sentence starter: The word changed from ____ to ____, and that means ____ (*The word changed from a verb to a noun, and that means something, or someone, is doing an action.*)
- Guide the class in partner reading Chapter 8 in *To the Stars*.
- Today, students will follow these Partner Reading routines.
 1. Open Reader.
 2. Partner up.
 3. Take turns reading paragraphs.
 4. After reading, provide feedback to your partner.
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Ask students to find their reading partners.
- Direct reading partners to focus on reading with appropriate pace and pronunciation of words. (Example: Model how to pronounce words clearly and accurately, paying attention to individual sounds, stress patterns, and word endings. Demonstrate how to decode unfamiliar words by breaking them down into phonetic elements and sounding them out systematically.)
- 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 or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or prompts. Example prompts include:
 1. **Literal.** What subjects do astronauts need to know a lot about? (*Astronauts need to know a lot about engineering, science, and math, and they may need to learn other languages.*)

Challenge

Have students compare and contrast astronomers from Chapter 7 and astronauts from Chapter 8, or Sally Ride and Neil Armstrong from Chapter 8, using a Venn diagram. Encourage them to use words from the Reader to describe the similarities and differences.

Activity Page 10.2



2. **Inferential.** Why did Neil Armstrong's statement upon stepping onto the moon hold significant meaning, according to David? (*David found Neil Armstrong's statement meaningful, as it demonstrated humans' capability to explore distant places far from Earth.*)
3. **Evaluative.** How are astronauts and astronomers dependent upon one another? (*Astronauts and astronomers work together because astronauts explore space while astronomers add to the understanding of the universe, making it possible for astronauts to travel into space.*)
 - Ensure students draw on evidence from the text to support their responses given the following sentence stem:
 - According to David, Neil Armstrong's statement held a significant meaning because...
 - Astronauts need ...
 - Astronauts and Astronomers _____ because _____.

WRAP UP (5 MIN.)

- Have students open to Activity Page 10.2, and pass out copies of TR 10.2 to students.
- Read the directions to the students: Write a summary of chapter 8, *To the Stars: Lily Explores Space*. Include words with the *-ing*, *-ed*, and *-er* suffix. Use the rule box above to help you spell the word correctly. Remember to write in cursive using correct grammar structure.
- Release students to work independently.
- Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback. Offer feedback such as "Focus on keeping your letters of uniform size and proportion." and "Great job forming the letter 'g'! I like how you made sure to form the tail in the correct direction."



Check for Understanding

Collect Activity Page 10.2 and assess students' ability to identify how suffixes change the meaning of a word. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

Lesson 10: Differentiated Instruction

Additional Support

MORE HELP WITH SUFFIXES

The suffix *-ed* can make three different sounds at the end of words: /t/, /d/, and /id/. If students need support with this, go over the *-ed* words they will be reading and writing (*learned, discovered, described, exclaimed, stepped, explained, inspired, studied, returned, inducted, worked, showed, drummed*) and make a chart with each of the three possible sounds at the top: /t/, /d/, and /id/. Read each word aloud and have students sort the word into the correct sound column (e.g., *stopped* under /t/).

Pick a Side

Words:	Key:
hopping (pronounce hoping)	incorrect
pokking	incorrect
tapping	correct
consuming	incorrect
inspiring	correct
overlapping	incorrect
running	correct
exciteing	incorrect
providing	correct
stopping	correct

Divide the classroom in half, designating one side as “correct” and the other side as “incorrect.”

- Display each word from the left column in the box above on the screen or hold up flashcards, while also saying the word aloud for students to hear.
- Instruct students that when they see and hear a word, they should walk to the side of the room that corresponds to their decision on whether the word is spelled correctly or incorrectly.
- After all students have made their choice, reveal the correct spelling and explanation if it was spelled correctly, or provide the correct spelling and explanation if it was spelled incorrectly.

- Repeat the process with each word until all words have been shown and discussed.
- Encourage students to listen carefully and think critically about the spelling of each word.
- Reinforce the importance of understanding spelling rules and patterns through the explanations provided during the game.
- Celebrate students' efforts and encourage a positive, supportive atmosphere throughout the activity.

REVIEW

Suffix Spelling: Drop the 'e'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

dropping the final 'e'. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

Students will identify how suffixes change the meaning of words.

TEKS 3.1.B; TEKS 3.3.C

Reading

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

related sequences of events for partner reading. **TEKS 3.1.B**

Students will identify how suffixes change the meaning of words. **TEKS 3.3.C**

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

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

FORMATIVE ASSESSMENT

Activity Page 11.1

Suffix Spelling: Drop the 'e'

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

Observation

Anecdotal Reading Record

TEKS 3.4

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.3.C** Identify the meaning of and use the words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Suffix Spelling: Drop the 'e'	Whole Group	5 min.	<input type="checkbox"/> Review Suffix Spelling: Drop the 'e' (TR 11.1) <input type="checkbox"/> Review Suffix Spelling: Drop the 'e' (Digital Component 11.1)
Practice with Word Matrix Sentences	Whole Group	10 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Partner Read <i>To the Stars: Lily Explores Space</i>	Small Group	15 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 36–41) <input type="checkbox"/> Partner Reading Feedback (TR 9.2)
Take-Home Material			
The Lost Key			<input type="checkbox"/> Activity Page 11.2

ADVANCE PREPARATION

Foundational Skills

- Prepare sentence stems to provide to students:
 - I can build the word ____.
 - The letters for ____ are ____.
 - In this sentence, the silent 'e' is dropped in ____.
- Prepare copies of TR 11.1 for students.

> Digital Component 11.1

- Create an enlarged version of Review Suffix Spelling: Drop the 'e', or prepare to display the digital version.

Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Retrieve the Anecdotal Reading Record sheet from the Teacher Resources. Plan to listen to each student read at least once during the week and note student performance.
- Prepare to provide sentence frames to students:

I think it says ____.

Universal Access

- To be certain students are following the storyline, it may be helpful to demonstrate dividing the text into chunks and model pausing often to make sure they know what happened before reading on: "Does this make sense?" "What do I want to know?"
- Prepare copies of Suffix Spelling: Drop the 'e' Additional Support Activity Page for each student and partner sets of Affix Hunt Word Cards (materials found at the end of Teacher Resources) for additional support and differentiated instruction.
- Have the Fluency Supplement available for additional support.

Start Lesson



Foundational Skills

Foundational Literacy Skills

Beginning

Have students use letter tiles to build words that drop the silent 'e' when adding suffixes (*making surprising, baker, raked*). Provide sentence frames such as "I can build the word ____." or "The letters for ____ are ____."

Intermediate

In pairs, have students write sentences using the words that drop the silent 'e' when adding suffixes (e.g., *making, surprising, baker, raked, baked*). Then exchange sentences with a partner and read aloud. Provide a sentence frame to help share their work: "In this sentence, the silent 'e' is dropped in ____."

Advanced/Advanced High

In small groups, have students research and explore more words that drop the silent 'e' when adding suffixes. Have students write sentences with these new, complex words.

ELPS 5.B

Activity Page 11.1



Lesson 11: Review Suffix Spelling: Drop the 'e'

Foundational Skills

15M

Primary Focus:

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

Students will identify how suffixes change the meaning of words. **TEKS 3.1.B; TEKS 3.3.C**

REVIEW SUFFIX SPELLING: DROP THE 'E' (5 MIN.)

- Write the word *bake* on the board. Ask students to turn to their turn and talk partner to determine how to change the spelling to make the word *baking*.
- Tell students they will review dropping the silent 'e' when adding suffixes.
- Remind students that when a word ends in silent 'e' and you add a vowel suffix like *-ed*, *-er*, and *-ing*, you drop the 'e'.
- Display the matrix on Review Suffix Spelling: Drop the 'e'.
- Point to the word *bake* and ask students to read the word aloud. Point to the suffix *-ing*. Write the new word on the board: *baking*.
- Have students read the new word aloud and then discuss how the spelling of the base word changed after the suffix was added. Suggest the sentence starter "The new word . . ." (*does not have 'e'*)
- Repeat with the rest of the suffixes on the chart.

PRACTICE WITH WORD MATRIX SENTENCES (10 MIN.)

- Explain that students will get a chance to practice dropping the silent 'e' and also notice how the chosen suffix changes the meaning of a base word.
- Have each student open to Activity Page 11.1 and follow the directions. Pass out copies of TR 11.1 to students.
- Point to the word matrix and review the components (the base word column and suffix column).

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

Support

Show students non-examples to help them understand why the 'e' is dropped when the vowel suffix is added. For example, show students the word *bakeer* (base word *bake* with *-er* suffix added without dropping the 'e'). Ask students to notice what is wrong with the word. Explain that the two vowels together make a vowel team and a long vowel sound, which is why we drop the 'e'.

- Read the first word, *surprise*, and add each suffix aloud: *surprising*, *surprised*, *surpriser*. Tell students that when deciding which suffix to use, they should decide which suffixes make the most sense. While *surpriser* is truly a word, it is not a word we typically use in our common speech. Decide to use *surprised*, which is the past tense form of the word *surprise* in a sentence. Write on the board: *I was surprised to walk in the door and see all my friends on my birthday.*
- Ask students to write sentences on their activity page independently, adding a suffix to each base word in the matrix (including *surprise*). Direct students to complete responses in cursive.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback. Offer feedback such as “Ensure that your letters are properly spaced and don’t run into each other.” and “Remember to keep your letters consistently sized. Try making your ‘d’ a bit taller to match the height of your other letters.”
- As students complete their page, pair each with another student to read their completed sentences.



Activity Page 11.1: Suffix Spelling: Drop the ‘e’

Collect Activity Page 11.1 and assess students’ ability to choose the correct suffix and drop the ‘e’ when adding the suffix to the base word. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

Lesson 11: Review Suffix Spelling: Drop the 'e'

Reading

15M

Primary Focus:

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

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

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

PARTNER READ TO THE STARS: LILY EXPLORES SPACE (15 MIN.)

- Give each student a sticky note and ask them to write one thing they remember about the story from the previous lesson.
- Ask students to share what they wrote to the class.
- Tell students that they will reread Chapter 7 of *To the Stars: Lily Explores Space*, "Astronomers," starting on page 36, to focus on fluency.
- Pair students with intentional reading partners.
- Ask students to Think-Pair-Share to answer the questions:
 - What does it mean to read at an appropriate rate? What is an appropriate rate? Suggest the sentence starter "An appropriate reading rate depends on factors such as . . ." (*not reading too quickly or too slowly*)
- If you read too slowly, what can you do to improve? Suggest the sentence starter "If I read too slowly, I can practice . . ." (*reading the words that I get stuck on, etc.*)
 - Why is it not beneficial to read too quickly? Suggest the sentence starter "If I read too quickly, then . . ." (*I may not remember what I read about; if I am reading to someone else, they may not understand me.*)
- Model partner reading with a fluent reader at an appropriate pace, alternating reading sentences, and modeling reading too quickly or too slowly for the first two sentences.
- Model giving your reading partner feedback, using the sentence stems on Partner Reading Feedback.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Today, students will follow these Partner Reading routines.
 1. Open Reader.
 2. Partner up.
 3. Take turns reading paragraphs.
 4. After reading, politely provide feedback to your partner about their expression or self-correcting.
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Direct students to alternate reading paragraphs until the end of Chapter 7 on page 40. Remind students to practice reading at an appropriate pace, rereading a sentence if it supports their reading fluency.
- Have students evaluate each other's reading by giving each other positive feedback. Point out the sentence stems on Partner Reading Feedback (TR 9.2 from Unit 1). Remember to speak politely at all times to your partner. Listen for effective student feedback. For example:
 - You read at an appropriate rate as we practiced.
 - You did a great job when you read with expression.
 - You corrected yourself when you made an error.
 - I like when you read with excitement about walking on the moon.
- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading.
- As needed use the Grade 3 Fluency Record to track students' ability to read with appropriate rate, prosody, and accuracy. Provide feedback such as, "Adjust your pitch to emphasize important words or ideas. This helps convey the meaning and emotion in the text."



Observation: Anecdotal Reading Record

As students partner read, note students' fluency, including accuracy, rate, and prosody on the Anecdotal Reading Record. Consider meeting one-on-one with students who need additional assistance to better assess and address any fluency needs.

End Lesson

**EMERGENT
BILINGUAL
STUDENTS**



Foundational Skills

Foundational Literacy Skills

Beginning

Have students work with a partner, taking turns reading a section of the Reader. Prompt them to pause and self-correct if they miss a word, using sentence frames "I think it says ____." or "Let me try to read that word one more time."

Intermediate

Pair students and have them write sentences from the Reader on sentence strips or index cards. Ask them to mix them up and work collaboratively with a partner to discuss and arrange the sentences, taking turns reading and listening to their partner to confirm the correct order together.

Advanced/Advanced High

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

ELPS 1.B; ELPS 2.A



Lesson 11: Review Suffix Spelling: Drop the 'e'

Take-Home Material

The Lost Key

- Have students take home Activity Page 11.2 to read with a family member.

Lesson 11: Differentiated Instruction

Additional Support

MORE HELP WITH AFFIXES

Affix Hunt

- Distribute copies of Suffix Spelling: Drop the 'e' Additional Support Activity Page found in the Teacher Resources.
- Show students the Affix Hunt Word Cards (material found at the end of Teacher Resources). Model and point to the example on the first row as you explain the directions:
 - Students will work with their partner to choose one word card at a time.
 - They will take turns reading the word on the card and then writing it in the first column of the chart on their activity page.
 - Once the word is written, they will underline the base word and circle the affix or affixes. Explain that the affix could be a prefix, a suffix, or both.
 - Once they have annotated the word, they will determine if the word has a prefix, a suffix, or both and write that in the second column.
- Pass out one set of word cards per set of partners and invite students to begin.

Affix Hunt Extension Activity

- Give students a copy of the Affix Hunt Word Cards (material found at the end of Teacher Resources).
- Instruct students to choose a word from the word cards and write a sentence using that word. The sentence should demonstrate the meaning of the word in context.

- After writing the initial sentence, have students change the affixes of the word to create a new word. Instruct students to then write a second sentence, using the new word in a different context or with a different meaning.
- After completing the activity, facilitate a discussion to review the sentences created by students. Encourage them to share how the affixes changed the meaning or function of the base words in their sentences.


REVIEW

Spelling Rules: Change 'y' to 'i'

PRIMARY FOCUS OF LESSON

Foundational Skills


Students will read and spell multisyllabic words using suffixes by changing 'y' to 'i.'

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


 Students will identify how suffixes change the meaning of words. **TEKS 3.3.C**

Reading

Students will speak coherently about the Reader *To the Stars: Lily Explores Space*


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

Students will read multisyllabic words using suffixes by changing 'y' to 'i.'

 **TEKS 3.1.C; TEKS 3.2.A.vi**

 Students will identify and read the high-frequency word *under*. **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 how suffixes change the meaning of words. **TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 12.1


Reading and Dictation

 **TEKS 3.1.B; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Activity Page 12.2

Reader Response

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

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.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			
Add Suffixes: Change 'y' to 'i'	Whole Group	5 min.	<input type="checkbox"/> Review Spelling Rules: Change 'y' to 'i' (TR 12.1) <input type="checkbox"/> Review Spelling Rules: Change 'y' to 'i' (Digital Component 12.1)
Practice with Reading and Dictation	Whole Group	10 min.	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Whole Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 48–53) <input type="checkbox"/> Anecdotal Reading Record
Reader Response	Independent	5 min.	<input type="checkbox"/> Activity Page 12.2

ADVANCE PREPARATION

Foundational Skills

- Prepare a set of base word cards and suffix cards (*make, cry, happy, silly, copy, bake, -ing, -ed, -er*) to provide to students.
- Prepare a sentence stem to provide to students:
The word ___ is spelled ___ without the suffix.

➤ Digital Component 12.1

- Create an enlarged version of Review Spelling Rules: Change 'y' to 'i' to display, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson to identify the high-frequency word *under* in context and to review sentences to be read for modeling for fluency.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: gas giant and stunning. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
 - Grade 3 Fluency Record
 - Partner Reading Feedback (Unit 1, Lesson 9)
 - Anecdotal Reading Record
- Prepare sentence stems to provide to students:
 - I can go stargazing [when/where].
 - You can stargaze by . . .
 - 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 . . .

Universal Access

- Gather letter tiles or index cards with letters written on them for students to manipulate as you practice changing the 'y' to an 'i' before adding a suffix.
- Gather materials to make an anchor chart for this rule, or prepare to add to a chart that has already been created.

- Write the Foundational Skills words on index cards and create small stickers with 'i' on them.
- Find photographs that display some of the unit-specific words in the text (*asteroid, constellation, galaxy, orbit*).
- Prepare a visual for stargazing for Emergent Bilingual Students.

Lesson 12: Review Spelling Rules: Change 'y' to 'i'

Foundational Skills

15M

Primary Focus:

Students will read and spell multisyllabic words using suffixes by changing 'y' to 'i'.

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

Students will identify how suffixes change the meaning of words. TEKS 3.3.C

ADD SUFFIXES: CHANGE 'Y' TO 'I' (5 MIN.)

- Ask: What are the two ways to add suffixes that we have already discussed in this unit? (*doubling the consonant, dropping the 'e' before adding a vowel suffix*)
- Have students turn and talk to discuss these questions:
 - How do we know we need to double a consonant before adding a suffix? (*the word ends in a CVC syllable*) What are some examples? (*eavesdropping, beginning*)
 - When do we drop the 'e' before adding a vowel suffix? (*the word ends in a VCe syllable*) What are some examples? (*promising, fascinating*)
- Tell students they will continue working with suffixes today, using base words that end in 'y'.
- Write the following words on the board: *apply, applies, applied*.
- Read each word.
 - Ask: How are their spellings similar, and how are they different? (*They are similar because they all contain the base word apply. They are different because they have different endings.*)
- Underline the *-es* and *-ed* suffixes. Remind students that adding *-ed* to a word means that it happened in the past.
- Explain to students that when a word ends with a consonant and 'y', we change the 'y' to 'i' before adding a suffix.
- Tell students that this rule does not apply when adding the suffix *-ing*.

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

Support

Provide students with letter tiles or index cards with letters written on them as they are working with words that change the 'y' to 'i' to add a suffix. Allow them to physically manipulate the tiles as you record words on the board.

EMERGENT BILINGUAL STUDENTS



Reading

Reading/Viewing Closely

Beginning

Provide a set of base word cards and suffix cards (*make, cry, happy, silly, copy, bake, -ing, -ed, -er*). In pairs, have students combine a base word card with a suffix card to create a new word, ensuring that the final 'e' is dropped. Have students write the word.

Intermediate

In pairs, have students read from the Reader *To the Stars: Lily Explores Space*. Have them identify words that contain suffixes where the final 'e' is dropped. Have pairs discuss their choices. Provide a sentence frame: The word ___ is spelled ___ without the suffix.

Advanced/Advanced High

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

ELPS 1.E; ELPS 2.A;

ELPS 4.A; ELPS 5.A

Challenge

Have students choose a few adjectives that end in 'y' and write, then act out or draw, the shades of meaning based on the added suffixes (e.g., *happy*, *happier*, *happiest*; *silly*, *sillier*, *silliest*).


Activity Page 12.1



- Ask: Why do you think this doesn't apply to the suffix *-ing*? (*because you wouldn't want to have a double 'i'*)
- Write the word *applying* on the board and underline the *-ing*.
- Display Review Spelling Rules: Change 'y' to 'i' (Digital Component 12.1).
- Ask students how they would spell *happiness*. Write the word in the "New Word" column. Ask students to read the word *happiness* as you run your finger underneath it.
- Tell students they will now add suffixes to the rest of the base words. Each of these words is found in today's section of the Reader with a suffix.
- Ask: How will you know if the 'y' changes to 'i' before adding the suffix? (*It changes if it ends with a consonant and 'y.'*)
- Repeat with the following base words from the chart: *galaxy*, *cry*, *story*, *mystery*, *copy*.
- Ask students if they can think of other words to apply this rule.

PRACTICE WITH READING AND DICTATION (10 MIN.)

- Ask students to turn to Activity Page 12.1 and follow the directions.
- Ask students to point to the first word: *worried*.
- Ask students what suffix they see (*-ed*). Have students underline the suffix *-ed*.
- Use sound-by-sound blending to decode the word *worried*.
- Remind students that *worried* is formed by changing 'y' to 'i' and adding the *-ed* suffix.
- Read all five blending words, annotating suffixes (*worried*, *noisily*, *merriest*, *messiest*, *pitiful*).
- Direct students to numbers 6–8. Explain that they will listen as you say each word once, then listen again and write the word (*married*, *dizziness*, *tidiest*).
- Tell students to underline the suffix in each word. Direct students to complete responses in cursive.
- Direct students to numbers 9 and 10. Read the directions and then read each of these sentences:
 - That is the loveliest flower I have ever seen.
 - Her friendliness made new students feel welcome.

 **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: (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.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.

- Circulate and monitor for correct letter formation in cursive. Provide corrective feedback. Offer feedback such as “Ensure that your letters are properly spaced and don’t run into each other.” and “Focus on maintaining consistent slant and angle throughout your writing.”



Activity Page 12.1: Reading and Dictation

Collect Activity Page 12.1 and assess students’ ability to correctly apply the changing ‘y’ to ‘i’ rule to the words they write. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

Lesson 12: Review Spelling Rules: Change ‘y’ to ‘i’

Reading



Primary Focus:

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate eye contact, volume, enunciation, and speaking rate. **TEKS 3.1.C**

Students will read multisyllabic words using suffixes by changing ‘y’ to ‘i’.

TEKS 3.1.C; TEKS 3.2.A.vi

Students will identify and read high-frequency word *under*. **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 how suffixes change the meaning of words. **TEKS 3.3.C**

READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today, students will read Chapter 9 of *To the Stars: Lily Explores Space*, “Stargazing,” starting on page 48.
- Have students turn and talk with a partner to retell the events of the text so far in a logical order. If necessary, provide sentence frames, such as “Early on in this text, . . . After that (then, next, etc.), . . . In the last section, we read . . .”
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

Reader



Pages 48–53



Reading

Reading/Viewing Closely

Beginning

Provide a visual for stargazing. As a group, discuss the meaning of *stargazing*. Provide a sentence stem for discussion: “I can go stargazing [when/where].”

Intermediate

In pairs, have students discuss different ways to stargaze (e.g., lying on the ground, looking through a telescope). Pairs can then share their answers with other groups. Provide a sentence stem: “You can stargaze by . . .”

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

gas giant, n., a large planet made mostly of gasses, like hydrogen and helium

Example: The gas giant, Jupiter, is the fifth planet from the sun.

stunning, adj., extremely impressive or attractive

Example: The large mountains provided a stunning view.

Vocabulary Chart for “Stargazing”

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

- Conduct a brief discussion about the meanings of the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. Briefly explain them as you preview the vocabulary chart.
- Explain that students will examine a new high-frequency word. Display the word *under*.
- Instruct students to Think-Pair-Share with a partner: Where do we divide the syllables in *under*? What type of syllable is each syllable? (*un/der*; *The first syllable is a closed syllable, and the second syllable is an r-controlled syllable.*)
- Point out that the word *under* also appears in the Reader in the word *understand*. Elicit a definition of *under* from students (*below or beneath*). Then have students Think-Pair-Share about how to define *understand*.
- Display the sentences from the Reader that include the words *under* and *understand*. Have students take turns reading them with a partner to build fluency. Remind students to speak at an appropriate rate and volume while maintaining eye contact while discussing these sentences.
 - Studying comets helps astronomers understand the solar system. (p. 24)
 - Galileo’s discoveries helped people understand the universe better, and he is often called the “father of modern science.” (p. 40)
 - Astronomers may not travel into space, but they add to the understanding of the universe, and their knowledge makes it possible for astronauts to travel into space. (p. 47)

- Under the glittering stars and the moon's soft glow, Lily's love for astronomy continued to shine. (p. 52)
- She wanted to spend her life understanding everything about space. (p. 54)
- She planned to visit a large space telescope to understand what being an astronomer was like. (p. 54)
- Guide the class in reading Chapter 9 in *To the Stars* pages 48–52. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
- Pair students with intentional reading partners.
- Direct them to partner read this section, alternating paragraphs.
- 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 or multiple-meaning words. Example prompts include:
 1. **Literal.** What did Lily and her friends learn in this chapter? (*Lily and her friends learned what the sky looks like through a telescope.*)
 2. **Inferential.** What can the reader infer about the parents of the students in Space Club based on their actions in this chapter? (*The parents are supportive of their children and also excited about learning more about space.*)
 3. **Evaluative.** Reflecting on the text, why was exploring the night sky during the stargazing night important to Lily and her friends? (*Answers may vary but should highlight the significance of stargazing in sparking Lily's passion for astronomy and her desire to learn more about the universe.*)
- Ensure students draw on evidence from the text to support their responses using the following stems:
 - Lily and her friends learned ...
 - The parents are
 - Using the text you can learn that _____ is important because _____.

READER RESPONSE (5 MIN.)

- Have students open to Activity Page 12.2.
- Read the directions out loud and direct students to complete the page.

Activity Page 12.2



- Remind students to write neatly in cursive. As they work, circulate and monitor to check for correct letter formation. Offer feedback such as “Check that your loops and tails are formed smoothly and connect to the next letter.” and “Focus on keeping your letters of uniform size and proportion.”



Check for Understanding

As students work, note those who need more practice identifying the ‘i’ and the suffix that has been added. Pause to confer with students, providing immediate corrective feedback on this portion of the page. Collect Activity Page 12.2 to assess students’ understanding of the text. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

End Lesson

Lesson 12: Differentiated Instruction

Additional Supports

MORE HELP WITH CHANGING ‘Y’ TO ‘I’

- Make and display an anchor chart with a trick for remembering the ‘y’ to ‘i’ rule with an example: If a vowel comes before the ‘y’, keep the ‘y’ and add the suffix (play + ed = played). If a consonant comes before the ‘y’, change the ‘y’ to ‘i’ and add the suffix (marry + ed = married).
- Provide students with index cards with the words used in the Foundational Skills lesson (*galaxy, cry, story, mystery, copy*) and small stickers with an ‘i’ on them. Ask students to cover the ‘y’ in each word with the ‘i’ sticker and then write the suffix after it.

MORE HELP WITH COMPREHENSION

- Ask students to imagine their own stargazing party (*Who would attend? What would they observe? Where would it take place?*). Have them use at least three of the change ‘y’ to ‘i’ words from the text to write and draw about it.
- Provide photographs of the unit-specific vocabulary in the text, such as *telescope, galaxy, gas giant, meteor, Saturn, and Venus* to support students’ understanding of unfamiliar words and concepts.

REVIEW

Adding Suffixes

PRIMARY FOCUS OF LESSON


Foundational Skills

Students will read and spell words with suffixes that change the base word by doubling the final consonant, dropping the final 'e', or changing 'y' to 'i'.

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

Reading


Students will speak coherently about the Reader *To the Stars: Lily Explores Space*


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

Students will read and spell words with suffixes that change the base word by doubling the final consonant, dropping the final 'e', or changing 'y' to 'i'.

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

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

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


 Students will identify how suffixes change the meaning of words. **TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 13.1

Dictation and Writing Practice

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

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.vi** Decode words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.B.vii** Spell words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness-, -y, and -full.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Suffix Rules	Whole Group	5 min.	<input type="checkbox"/> Review Suffix Rules (TR 13.1) <input type="checkbox"/> Review Suffix Rules (Digital Component 13.1)
Dictation and Writing Practice	Independent	10 min.	<input type="checkbox"/> Activity Page 13.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>To the Stars: Lily Explores Space</i>	Small Group	10 min.	<input type="checkbox"/> <i>To the Stars: Lily Explores Space</i> (pp. 54–57) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 13.2
Take Home			
Roll and Read with Suffixes			<input type="checkbox"/> Activity Page 13.3

ADVANCE PREPARATION

Foundational Skills

- Gather letter tiles or index cards with letters written on them for students to manipulate as they practice building words that double the final consonant, drop the silent 'e', and change 'y' to 'i'.
- Prepare sentence stems to provide to students:
 - I can build the word ____.
 - The letters for ____ are ____.
 - This word is spelled ____ because ____.
- Prepare a list of suffixed words to provide to students to analyze.
- Prepare copies of TR 13.1 for students.

> Digital Component 13.1

- Create an enlarged version of Review Suffix Rules, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson in order to model fluent paragraph reading.
- Prepare sentence stems to provide to students:
 - I want to be a ____.
 - What do you want to be when you grow up? I want to be a ____ when I grow up.
 - I wrote this key detail ____ because ____.

Universal Access

- Provide whiteboards or sticky notes for students to write the base words during the Word Sort so they can analyze and decide which rule they will use before writing it on their Word Sort activity page.
- Pair students with intentional reading partners by considering student reading and language levels.
- Gather letter magnets for students to manipulate as they practice changing word endings for additional support and differentiated instruction.
- Prepare a visual of a space shuttle for Emergent Bilingual Students.

**EMERGENT
BILINGUAL
STUDENTS**



Foundational Skills

Foundational Literacy Skills

Beginning

Have students use letter tiles to build words that double the final consonant, drop the silent 'e,' and change 'y' to 'i' (*happy, joking, biggest, shared, busily*). Provide sentence frames such as "I can build the word ____." or "The letters for ____ are ____."

Intermediate

Pair students and provide a three-column chart and have students write words that double the final consonant, drop the silent 'e,' and change 'y' to 'i'. Have them read their words to another pair of students and listen to the other pair's words to compare them to the words they wrote.

Advanced/Advanced High

Provide a list of suffixed words. In small groups, have students analyze and discuss how they are spelled. Have students discuss the reasons behind their spelling. Provide a sentence frame: This word is spelled ____ because ____.

ELPS 2.A; ELPS 2.E

Lesson 13: Review Adding Suffixes

Foundational Skills

15M

Primary Focus

Students will read and spell words with suffixes that change the base word by doubling the final consonant, dropping the final 'e,' or changing 'y' to 'i.'

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

REVIEW SUFFIX RULES (5 MIN.)

- Ask students to turn and talk to a partner to review the three types of suffix spelling rules they have learned. Provide sentence stem: "We have learned . . ." (*double the final consonant, drop the silent 'e,' and change 'y' to 'i.'*)
- Display Review Suffix Rules. Chorally read each rule. After chorally reading each rule, have students Think-Pair-Share to come up with examples of words with suffixes that follow each rule.
- Explain that students can use this chart as a reference as they do their work today.

PRACTICE WITH DICTATION AND WRITING (10 MIN.)

- Ask students to turn to Activity Page 13.1 and follow along with the directions. Pass out copies of TR 13.1 to students.
- Read the directions aloud: Listen to each word your teacher says. Think about the word carefully and write it on the line.
- Say the word aloud twice: *hopping, silliest, busily, biggest, stargazing, planner, galaxies*
- Read the directions on the next section: Write three sentences using the words above. Remember to write neatly in cursive.
- Circulate and monitor while students complete Activity Page 13.1 and provide immediate and corrective feedback on cursive formation and letter spacing. Offer feedback such as "Ensure that your letters are properly spaced and don't run into each other." and "You're doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle."



TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.vi** Decode words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.B.vii** Spell words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Activity Page 13.1



Support

Have students write the dictated words on sticky notes or a whiteboard and reference Review Suffix Rules before writing it in a column on the Activity Page.



Activity Page 13.1: Dictation and Writing Practice

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

Lesson 13: Review Adding Suffixes

Reading



Primary Focus:

Students will speak coherently about the Reader *To the Stars: Lily Explores Space* with appropriate eye contact, volume, enunciation, and speaking rate. **TEKS 3.1.C**

Students will read words with suffixes that change the base word by doubling the final consonant, dropping the final 'e', or changing 'y' to 'i'.

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

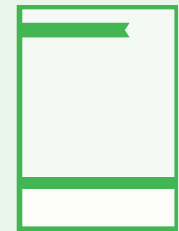
Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

Students will identify how suffixes change the meaning of words. **TEKS 3.3.C**

READ TO THE STARS: LILY EXPLORES SPACE (10 MIN.)

- Explain that today, students will read Chapter 10 of *To the Stars: Lily Explores Space*, "Looking to the Stars," starting on page 54.
- Have students Think-Pair-Share to paraphrase what happened in Chapter 9, "Stargazing," in logical order. Provide sentence frame: "First, . . .; Then, . . .; Last, . . ."
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

Reader



Pages 54—57

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.vi** Decode words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.B.vii** Spell words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness-, -y, and -full.



Reading

Reading/Viewing Closely

Beginning

Ask students what Lily wants to be when she grows up. (*an astronomer*) In pairs, have students discuss what they want to be when they grow up. Provide a sentence stem: "I want to be a ____."

Intermediate

Have students ask their classmates what they want to be when they grow up. They should listen to their peers' responses and then fill out a chart listing the students' names and their future plans. Provide sentence stems: "What do you want to be when you grow up?" "I want to be a ____ when I grow up."

Advanced/Advanced High

Ask students to write a bulleted list of the key details that occurred in the Reader *To the Stars: Lily Explores Space*. Encourage students to revisit the text to find their answers. Have students share and compare with a partner. Provide a sentence frame: "I wrote this key detail ____ because ..."

ELPS 4.G; ELPS 2.A;
ELPS 2.H; ELPS 3.D

comets, n., celestial objects made up of ice, dust, and rocks that orbit the sun.

Example: The students saw many bright comets blast across the sky.

mission, n., an important job or task

Example: The mayor of the town asked the citizens to help with an important mission of volunteering at the community center.

space shuttle, n., a spacecraft that is used to transport astronauts and cargo to and from space

Example: The astronauts jumped onto the space shuttle to get to their next destination.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students to think about what prior knowledge they may have about the words and where they might have seen them. Pair students with a partner nearby to share their thoughts or responses with. Invite a few pairs to share their ideas with the whole class.
- 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 "Looking to the Stars"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	comets space shuttle	mission	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Write the word *study* on the board. Explain that this base word will be found in their text today.
- Erase the 'y' and add *-ied*. Ask students to turn and talk to answer which rule was used to add the suffix to this base word (change the 'y' to 'i').
- Ask: How did the *-ied* suffix change the meaning of the base word? (*The action happened in the past*)
- Guide the class in reading Chapter 10 in *Looking to the Stars*, pages

54–57. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.

- Pair students with intentional reading partners by considering student reading and language levels.
- Instruct students to partner read the assigned section of the Reader on page 57.
- Direct reading partners to focus on reading with appropriate pace and accuracy.
- 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. Provide immediate and corrective feedback such as, “Don’t forget to pause at punctuation marks.”
- Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Remind students to use appropriate eye contact and enunciate while discussing the strategic prompts. Example prompts include:
 1. **Literal:** What did Lily want to become when she grew up? (*an astronomer*)
 2. **Inferential:** What can the reader infer about Lily based on her plan to become an astronomer? (*Answers may vary but should reflect an understanding that Lily is serious about becoming an astronaut. She has set a goal for herself and made a plan to achieve the goal.*)
 3. **Evaluative:** How do Lily’s friends’ dreams and aspirations reflect their personalities and interests? (*Answers will vary but should reflect an understanding of how each character’s dream relates to their unique characteristics.*)
- Ensure students draw on evidence from the text to support their responses using the following sentence stems:
 - Lily wants to be _____.
 - I can infer ...
 - After reading the text

WRAP UP (5 MIN.)

- Have students open to Activity Page 13.2 and follow the directions.
- Direct students to use the words in the word bank to fill in the blanks.
- Then, read the directions to the next section: Use one of the words from the word bank to respond to the following prompt. Write your response neatly in cursive, leaving space between each word.

Activity Page 13.2



- Remind students to write neatly in cursive, leaving space between words.
- Circulate and monitor to provide immediate and corrective feedback on correct grammar structure and cursive formation. Offer feedback such as “Focus on maintaining consistent slant and angle throughout your writing.” and “Check the spacing between your words. Make sure there’s enough room between each word to maintain readability.”



Check for Understanding

Collect Activity Page 13.2 and assess students’ ability to correctly spell words after adding a suffix and correctly use it in context.

End Lesson

Activity Page 13.3



Lesson 13: Review Adding Suffixes

Take-Home Material

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

Lesson 13: Differentiated Instruction

Additional Support

MORE HELP WITH SUFFIXES

- For students who need additional practice, use letter magnets to support the changing of an ending. Have students build the root word with the letters. Then, dictate the new word you want them to write. Have them take off the ending/double the consonant and add the new suffix.
- For example: Say, “spell *hop*.” Then say, “Now change *hop* to *hopping*.” Continue with words: silly—silliest, busy—busily, use—using, happy—happily, save—saving, race—racing.

Fluency Assessment

PRIMARY FOCUS OF LESSON



Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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



Students will read and spell words with suffixes that change the base word by dropping the final 'e', by changing 'y' to 'i', or by doubling final consonants.

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



Students will read and spell contractions. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

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 Page 14.2, 14.3 Fluency Assessment



TEKS 3.4

TEKS 3.2.A Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; CVe syllables; vowel teams; including digraphs; diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.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; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Sort	Independent	20 min.	❑ Activity Page 14.1
Self-Sustained Reading	Independent	10 min.	❑ recreational reading options ❑ Self-Sustained Reading Tracker (TR 14.1)
Reading			
Fluency Assessment	Independent	30 min. (concurrent with Foundational Skills activities)	❑ Activity Pages 14.2, 14.3 ❑ Unit 6 W.C.P.M. Calculation Sheet (TR 15.1) ❑ Grade 3 End-of-Year Summary ❑ stopwatch or timer

ADVANCE PREPARATION

Note to Teacher

Today you will begin the multipart Unit 6 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. You will most likely need more than one day to assess each student; you may plan on using time during Lesson 15 to complete the Fluency Assessment. You will need to reference the Grade 3 End-of-Year Summary from Lesson 1 of Unit 1.

The second part of the assessment takes place in Lesson 15. It is a reading and spelling exercise targeting each of the skills taught in Unit 6.

Reading

- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Prepare copies of the Self-Sustained Reading Tracker (TR 14.1) for students to record their reading progress during independent reading time.
- Create intentional pairs for checking answers to the Word Sort.
- Prepare sentence stems to provide to students:
 - This part of the book reminds me of __ because __.

Universal Access

- Differentiate the degree of difficulty of the Word Sort by customizing word sets for students according to mastery of unit concepts. Allow students to practice in small groups, with a partner, or individually.
- 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.
- Provide a means for students to record themselves fluently reading aloud a poem or giving a speech.

**EMERGENT
BILINGUAL
STUDENTS**



Foundational Skills

Reading/Viewing Closely

Beginning

While silently reading, have students change their reading location or position after each page or couple pages.

Intermediate

While silently reading, have students keep a reading journal where they reflect on what they are reading. Ask students to write their thoughts using the sentence frame: This part of the book reminds me of __ because __.

Advanced/Advanced High

Have students engage in reading response activities that encourage them to interact with the text. Have them write a book review, create a character analysis, or draw a favorite scene. Then have students take turns sharing with a partner and listening to their partner share their book review, character analysis, or drawing.

**ELPS 1.E; ELPS 2.A;
ELPS 4.H**

Lesson 14: Fluency Assessment

Foundational Skills

20M

Primary Focus


Students will read and spell multisyllabic words with final stable syllables.

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

Students will read and spell words with suffixes that change the base word by dropping the final 'e', by changing 'y' to 'i', or by doubling final consonants.


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

 Students will read and spell contractions. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

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

PRACTICE WITH WORD SORT (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.
- Have students work independently. Have students open to Activity Page 14.1.
- Review the game instructions:
- Explain that the words in the box all follow at least one of the rules we learned in this unit:
 - Contractions
 - Consonant +/e Syllables
 - Suffix Rule: Drop the 'e'
 - Suffix Rule: Change 'y' to 'i'
 - Suffix Rule: Double the Final Consonant

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; CVe syllables; vowel teams; including digraphs; diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.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; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Activity Page 14.1



- Tell students they will sort the words by spelling and writing them in the correct columns.
- Point out that the first five words are already sorted.
- Have students read the next word in the box, *using*. Ask students to first circle the part of the word that shows a Unit 6 spelling rule (*-ing*).
- Add the word to the correct column. Have the class do the same on their activity pages.
- Have students work independently on the activity page as the teacher pulls students individually to administer the fluency assessment.
- Pause the class and prompt students to work with a peer to check their answers once they have completed the activity page.

SELF-SUSTAINED READING (10 MIN.)

- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as using a timer; set a timer for a specific reading session, aiming to stay focused until the timer goes off.



Check for Understanding

Encourage students to retell what they've read after each reading session, discussing key events, characters, and central idea. Provide students with the Self-Sustained Reading Tracker (TR 14.1) to record their reading progress.

Support

Differentiate the Word Sort by reducing the number of words to sort for students who need more support.

Challenge

Encourage students to generate their own words that could go under each header. Challenge students to write words that could be sorted under more than one header.

Lesson 14: Fluency Assessment

Reading

10M

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

FLUENCY ASSESSMENT (10 MIN.)

You will work individually with each student and take a running record of the student's oral reading of a text. For this assessment, you will take a simple, easily calculated measure of the student's fluency by seeing how long it 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 "Fluffy the Poodle" with you.
- Place a copy of Activity Page 14.2, "Fluffy the Poodle," in front of the student.
- Tell the student that you are going to ask him or her to read the story aloud.
- Explain that you are going to use a watch 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:

Activity Page 14.2



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

Words Read Correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. 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).

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



Activity Page 14.2: Fluency Assessment

If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the Unit 6 W.C.P.M. Calculation Sheet. (TR 15.1)

Challenge

Have students record themselves fluently reading aloud a poem or giving a speech.

Activity Page 14.3



To calculate a student's exact W.C.P.M. score, follow the described 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 they lost making the correction, but not for the initial mistake.)
- Subtract Uncorrected Mistakes from Words Read to get Words Correct.
- Next, complete the Time section of the activity page.
- Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds, then minutes from minutes. Calculate Time in seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
- Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
 - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2017 for Winter of Grade 3 is 97 W.C.P.M.
 - A student's W.C.P.M. score can be compared with the 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 6 W.C.P.M Calculation Sheet, record them on the Grade 3 End-of-Year Summary for each student.

~~~~~End Lesson~~~~~



# Reading and Spelling Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell multisyllabic words with final stable syllables.

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

Students will read and spell words with suffixes that change the base word by dropping the final 'e', by changing 'y' to 'i', or by doubling final

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

 Students will read and spell contractions. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

### Reading

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

 time. **TEKS 3.5**

## FORMATIVE ASSESSMENT

### Activity Page 15.1


### Reading Assessment

 **TEKS 3.2.A.ii, TEKS 3.2.A.vi**

### Activity Page 15.2

### Spelling Assessment

 **TEKS 3.2.B.i, TEKS 3.2.B.vii, TEKS 3.2.D**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; CVe syllables; vowel teams; including digraphs; diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.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; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## LESSON AT A GLANCE

|                            | Grouping    | Time    | Materials                                                                                                                                                                                                                      |
|----------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b> |             |         |                                                                                                                                                                                                                                |
| Reading Assessment         | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 15.1<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> Reading Assessment Scoring and Analysis (TR 15.2)                                              |
| Spelling Assessment        | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 15.2<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> Spelling Assessment Scoring and Analysis (TR 15.3)<br><input type="checkbox"/> colored pencils |
| <b>Reading</b>             |             |         |                                                                                                                                                                                                                                |
| Self-Sustained Reading     | Independent | 10 min. | <input type="checkbox"/> recreational reading options<br><input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.1)                                                                                                     |

## ADVANCE PREPARATION

### Note to Teacher

Today you will complete the multipart Unit 6 Assessment. The Reading & Spelling portion of the Assessment takes place during the first twenty minutes of this lesson. 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. 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 6 Tricky Word Assessment and the Unit 6 Tricky Word Assessment List.
- Locate and provide audio books for students to listen to as an alternative to/ support for silent reading.
- Prepare sentence stems to provide to students:
  - In the text, I learned that \_\_, which is important because \_\_.

### 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. Students should continue listing out books read on the Self-Sustained Reading Tracker (TR 14.1.)

### Universal Access

- Provide opportunities for self-directed breaks during recreational reading.

## Lesson 15: Reading and Spelling Assessment

## Foundational Skills

20M

## Primary Focus

Students will read and spell multisyllabic words with final stable syllables.

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



Students will read and spell words with suffixes that change the base word by dropping the final 'e', by changing 'y' to 'i', or by doubling final consonants.

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

 Students will read and spell contractions. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

## Activity Page 15.1

**READING ASSESSMENT (10 MIN.)**

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


1. hasn't  
2. wouldn't  
3. angle  
4. assemble  
5. fantastic

6. multiple  
7. careful  
8. hopping  
9. unsmiling  
10. replied

## Activity Page 15.2

**SPELLING ASSESSMENT (10 MIN.)**

- Have students open to Activity Page 15.2.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; CVC syllables; vowel teams; including digraphs; diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.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; (iii) spelling compound words, contractions, and abbreviations; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

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

|                 |              |
|-----------------|--------------|
| 1. shouldn't    | 6. athletic  |
| 2. mightn't     | 7. pennies   |
| 3. considerable | 8. wonderful |
| 4. obstacle     | 9. regretted |
| 5. tentacle     | 10. writing  |

Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: *He couldn't see the stars twinkle when he looked through the telescope.* Slowly repeat the sentence twice.

- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence. Remind students of the importance of correcting their work and learning from any mistakes.



### Activity Pages 15.1 and 15.2: Reading & Spelling Assessments

Collect and assess Activity Pages 15.1 and 15.2. Identify any patterns that are beginning to develop or are persistent among individual students. Record scores on 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.



## Reading

### Reading/Viewing Closely

#### Beginning

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

#### Intermediate

After reading for a specific amount of time (determined by the teacher), have students 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 4.H

### Challenge

Read with a partner, providing each other feedback on fluency.

## Lesson 15: Reading and Spelling Assessments

# Reading

10M

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

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

- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Students will continue recording their reading progress on the Self-Sustained Reading Tracker (TR 14.1).



### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended and use a graphic organizer to record key details from their reading.

End Lesson



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

# Pausing Point

This is the end of Unit 6. Analyze the results from the Unit 6 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend one or 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                             |                |
|-------------------------------------------------------|----------------|
| <b>More Help with Syllabication</b>                   |                |
| Split the Syllables                                   | Page 158       |
| Syllable Division Evaluation                          | Page 158       |
| <b>More Help with Contractions</b>                    |                |
| Writing Contractions                                  | Page 158       |
| Mix and Mingle                                        | Pages 158, 164 |
| Contraction Concentration                             | Pages 159, 165 |
| <b>More Help with Suffixes</b>                        |                |
| Mystery Word                                          | Page 159       |
| <b>More Help with Tricky and High-Frequency Words</b> |                |
| Tricky Word Baseball                                  | Pages 161, 166 |
| Fill-in-the-Blank Sentence Trade                      | Page 162       |
| <b>More Help with Reading and Fluency</b>             |                |
| Book Club                                             | Page 162       |

### Activity Page PP.1



### Activity Page PP.2



### Activity Page PP.3



## MORE HELP WITH SYLLABICATION

### Split the Syllables

- Have students open to Activity Page PP.1.
- Direct students to read the sentences and syllabicate the bolded words on the line below.
- Remind students to write neatly in cursive.

### Syllable Division Evaluation

- Have students open to Activity Page PP.2.
- Instruct students to carefully examine the multisyllabic words divided into syllables in the first column.
- If the word is correctly divided, have students write the word *correct* in the second column.
- If the word is incorrectly divided, have students write the correct syllable division in the second column.
- Remind students to write neatly in cursive, leaving space between words.

## MORE HELP WITH CONTRACTIONS

### Writing Contractions

- Ask students to turn to Activity Page PP.3.
- Ask students to point to the first words in the first column: *we will*.
- Draw attention to the contraction next to it in the second column: *we'll*.
- Ask: Which letters will the apostrophe replace to make a contraction with these two words? (*'w' and 'i' in the word will*)
- Explain that on some rows, they will need to fill in the contraction and, on some rows, they will need to fill in the two original words. Direct students to complete the responses in cursive.

### Mix and Mingle

- Explain that students will play a game called Mix and Mingle to create as many contractions as possible.
- Pass out one Mix and Mingle word card per student. Note: Some words are repeated, and you may copy more if you have more than 20 students.



- Explain that once the timer begins, students will “mix and mingle” with each other to create contractions using their flashcards. Once they’ve combined their flashcards to create a contraction, they must each individually write the contraction down on Activity Page PP.4. They will then repeat the process to create a new word with different students.
- Model how to combine flashcards to create a contraction, with the cards *is* and *not*.
- Remind students that in order for their word to count, it must be spelled correctly. Direct students to write words in cursive.
- Begin the timer and release students to play the game.
- Refocus the class. Ask for student volunteers to share the words they created. Review the correct spellings for words that students spelled incorrectly.
- Extend the activity by having students write sentences on the lines below, using contractions. Remind students to write neatly in cursive, leaving space between words.

### Contraction Concentration

- Move students into pairs.
- Distribute a set of Contraction Concentration Cards to each pair.
- Direct students to shuffle the cards and lay them out on the table facedown.
- Explain that one partner at a time will flip over two cards. If the cards match, meaning that one card displays a contraction and the other displays the two words that the contraction stands for, that partner gets to keep those two cards.
- If the cards do not match, they flip them back over and the play continues to the next partner.

## MORE HELP WITH SUFFIXES

### Mystery Word

- Ask students for examples of base words with suffixes added that use the taught suffix rules: double the final consonant, drop the silent ‘e’, and change ‘y’ to ‘i’.
- List the words on the board.

- Once you have compiled a list of suffix words, make a statement about one of the words or ideas listed, such as “This word uses the double the final consonant rule. It is a verb that tells how a person might get from one place to another.” (*running*)
- Encourage students to guess the word from the list. Add more hints as needed.
- Have students work with partners, where one partner gives verbal clues about a chosen word on the board and the other partner guesses. Encourage them to provide verbal clues related to the suffix rules as well as the word meaning.
- Lead a brief, whole-class discussion of clues that students gave.
- Nominate or ask a student volunteer to come to the front of the room and stand facing the class with their back to the board.
- Point to a word from the generated list and ask other students to give clues for the student volunteer to guess and pronounce the word.
- Remind students that in this activity, they should not use gestures but should instead rely on verbal hints to help their classmate guess the word.
- Continue as time allows.

## MORE HELP WITH TRICKY AND HIGH-FREQUENCY WORDS

The following box contains all of the high-frequency words for Unit 6.

earth  
life  
high  
done  
mountains  
together  
often  
under

The following box contains all of the Tricky Words for Unit 6.

beautiful  
diamond  
journeys  
knowledge  
laughed  
spaghetti  
suggested  
thought  
through

### Tricky Word and High-Frequency Word Baseball

- Divide the class into two teams. Have one team at a time come to the front of the room and line up in front of the Tricky Word and High-Frequency Baseball Game Board.
- To play, teams take turns “at bat”:
  - Pick a card from the Tricky and High-Frequency Word Baseball Word Cards and ask the first person on the team to read it.
  - If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of the team’s line while the next player comes forward to read the next card. If the second player reads the word correctly, draw a line from first to second base.

## Activity Page PP.5



- Play continues in this way, so that each time a player reads a word correctly, you draw a line to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team.
- Play continues for the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
- As in the actual game of baseball, any players “left on base” when a word is misread do not count or add to the score.

### Fill-in-the-Blank Sentence Trade

- Have students open to Activity Page PP.5.
- Ask students to create sentences containing the selected Tricky Words from the word box, but leaving a blank space where the word should be.
- After completing their sentences, students exchange papers with another student. Each student then attempts to fill in the blanks in the sentences they received, using the Tricky and high-frequency words provided.

## MORE HELP WITH READING AND FLUENCY

### Book Club

- Divide students into groups.
- Have students read any of the Unit 1–6 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. They may pose open-ended questions to encourage critical thinking and facilitate meaningful conversations among the members.
  - 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. The Word Wiz may also lead vocabulary-building activities to deepen comprehension and expand students’ word knowledge.

- Timekeeper: The Timekeeper 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. The Timekeeper gently reminds the group when it's time to move on to the next activity, helping maintain focus and productivity throughout the book circle meeting.

### MIX AND MINGLE GAME CARDS

Copy and cut out the cards.

|      |      |
|------|------|
| we   | are  |
| she  | is   |
| it   | not  |
| that | will |
| can  | had  |
| are  | is   |
| you  | not  |
| they | are  |
| I    | will |
| was  | had  |

**CONTRACTION CONCENTRATION CARDS**

|         |          |          |
|---------|----------|----------|
| she is  | can not  | you are  |
| she's   | can't    | you're   |
| it is   | are not  | they are |
| it's    | aren't   | they're  |
| that is | was not  | we are   |
| that's  | wasn't   | we're    |
| she had | they had | you had  |
| she'd   | they'd   | you'd    |
| we will | I will   | you will |
| we'll   | I'll     | you'll   |

## TRICKY AND HIGH-FREQUENCY WORD BASEBALL BOARD



## TRICKY AND HIGH-FREQUENCY WORD BASEBALL CARDS

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

|           |           |
|-----------|-----------|
| life      | high      |
| done      | far       |
| mountains | together  |
| often     | under     |
| beautiful | diamond   |
| journeys  | knowledge |
| laughed   | spaghetti |
| suggested | thought   |
| through   |           |



# Teacher Resources

|         |                       |
|---------|-----------------------|
| Grade 3 | Foundational Skills 6 |
|---------|-----------------------|

# Teacher Resources

Grade 3 Individual Code Chart

Grade 3 Anecdotal Reading Record

Grade 3 Foundational Skills Record

Grade 3 Fluency Record

Grade 3 End-of-Year Summary

Anecdotal Reading Record—Unit 6

TR 1.1 Form Contractions

TR 3.1 Final Stable Syllables: *-ble, -dle, -gle*

TR 4.1 Final Stable Syllables: *-sle, -zle, -ple*

TR 5.1 Final Stable Syllables: *-cle, -kle, -ckle, -cal*

TR 8.1 Tether Tricky Words Cards

TR 9.1 Add Suffixes: *-ful* and *-less*

TR 9.2 Word Matrix *-ful* and *-less*

TR 9.3 T-Chart *-ful* and *-less*

TR 9.4 Venn Diagram

TR 10.1 Word Matrix *-ing, -er, -ed*

TR 10.2 Venn Diagram

TR 11.1 Review Suffix Spelling: Drop the 'e'

TR 12.1 Review Spelling Rules: Change 'y' to 'i'

TR 13.1 Review Suffix Rules

TR 14.1 Self-Sustained Reading Tracker

TR 15.1 W.C.P.M Calculation Sheet

TR 15.2 Reading Assessment Scoring and Analysis

TR 15.3 Spelling Assessment Scoring and Analysis

Tricky Word Assessment (Optional)

Tricky Word Assessment List

Additional Support Activity Pages

Activity Book Answer Key

Appendix A: Overview of the Skills Strand

Appendix B: Grade 3 Scope and Sequence

Appendix C: Using Chunking to Decode Multisyllable Words

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart













# GRADE 3 INDIVIDUAL CODE CHART

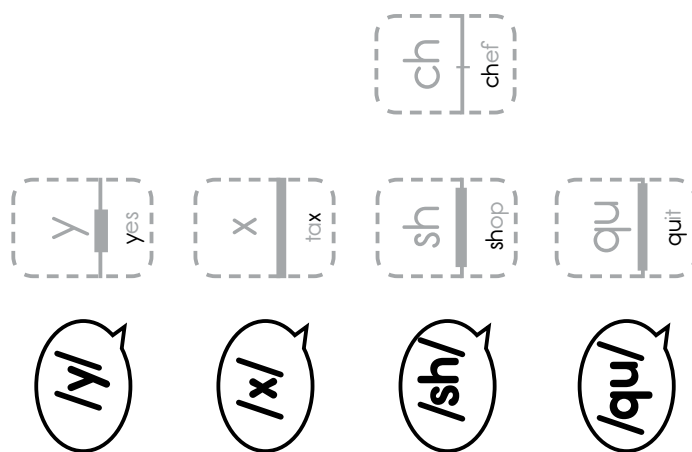
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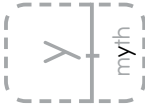







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# Grade 3 Anecdotal Reading Record

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

| STUDENT NAME |
|--------------|
| Lesson:      |
| Lesson:      |
| Lesson:      |
| Lesson:      |
| Lesson:      |

# Grade 3 Foundational Skills Record

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

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

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

| Student Name                                                                                                                                                                                                                                                                          |         |         |         |         |         |         |         |         |         |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3.2 Foundational Language Skills                                                                                                                                                                                                                                                      |         |         |         |         |         |         |         |         |         |         |
| 3.2.A Phonetic Knowledge                                                                                                                                                                                                                                                              | 1       | 2       | 3       | 4       | 5       | 6       | 7       | 8       | 9       | 10      |
| <b>TEKS 3.2.A.i</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.                                                                                          | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.2.A.ii</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.2.A.iii</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.                                                                                                                             | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| <b>TEKS 3.2.A.iv</b><br>The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.                                                                          | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

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

|                                                                                                                                                                                                                                                         |          |          |          |          |          |          |          |          |          |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>TEKS 3.2B.v</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.                                                                 | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.vi</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.                                                                                                               | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.2B.vii</b><br>The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
|                                                                                                                                                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.2C</b><br>The student is expected to alphabetize a series of words to the third letter.                                                                                                                                                       | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
|                                                                                                                                                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.2D</b><br>The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.                                                                                                 | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>3.3 Vocabulary</b>                                                                                                                                                                                                                                   |          |          |          |          |          |          |          |          |          |           |
|                                                                                                                                                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>TEKS 3.3A</b><br>The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.                                                                                                                   | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.3B</b><br>The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.                                                                                        | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |
| <b>TEKS 3.3C</b><br>The student is expected to identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.                                                                            | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4  | 1 2 3 4   |

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

# Grade 3 Fluency Record

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

[illegible]

## GRADE 3 END-OF-YEAR SUMMARY

[illegible]



## ANECDOTAL READING RECORD—UNIT 6

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 1.1

## Form Contractions

| <b>is</b>        | <b>not</b>       | <b>are</b>         | <b>will</b>       | <b>had</b>        |
|------------------|------------------|--------------------|-------------------|-------------------|
| she is = she's   | can not = can't  | you are = you're   | we will = we'll   | she had = she'd   |
| it is = it's     | are not = aren't | they are = they're | I will = I'll     | they had = they'd |
| that is = that's | was not = wasn't | we are = we're     | you will = you'll | you had = you'd   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 3.1

## Final Stable Syllables: *-ble*, *-dle*, *-gle*

| <b>-ble</b> | <b>-dle</b> | <b>-gle</b> |
|-------------|-------------|-------------|
| table       | ladle       | bugle       |
| bubble      | noodle      | smuggle     |
| marble      | middle      | shingle     |
| stumble     | handle      | eagle       |
| dribble     | needle      | jungle      |
| noble       | idle        |             |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Final Stable Syllables: *–sle, –zle, –ple*

| <b>–sle</b> | <b>–zle</b> | <b>–ple</b> |
|-------------|-------------|-------------|
| hassle      | guzzle      | sample      |
| tussle      | sizzle      | crumple     |
| measle      | muzzle      | scruple     |
|             | dazzle      | steeple     |
|             | drizzle     | maple       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 5.1

## Final Stable Syllables: *–cle*, *–kle*, *–ckle*, *–cal*

| <b>–cle</b> | <b>–kle</b> | <b>–ckle</b> | <b>–cal</b> |
|-------------|-------------|--------------|-------------|
| circle      | ankle       | buckle       | vocal       |
| uncle       | wrinkle     | knuckle      | local       |
| cycle       | crinkle     | tackle       | rascal      |
| spectacle   | sprinkle    | trickle      | magical     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 8.1

## Tether Tricky Words Cards

|      |      |      |
|------|------|------|
| jou  | rn   | eys  |
| spa  | ghet | ti   |
| th   | ou   | ght  |
| thr  | ou   | gh   |
| beau | ti   | ful  |
| di   | a    | mond |
| sug  | ges  | ted  |
| lau  | gh   | ed   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Add Suffixes: *-ful* and *-less*

| Base Word | + Suffix | = New Word  |
|-----------|----------|-------------|
| harm      | ful      | harmful     |
| harm      | less     | harmless    |
| meaning   | ful      | meaningful  |
| meaning   | less     | meaningless |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.2

## Word Matrix *-ful and -less*

|           |       |
|-----------|-------|
| base word | -ful  |
|           | -less |

DATE: \_\_\_\_\_

## T-Chart *-ful* and *-less*

-less

NAME: \_\_\_\_\_

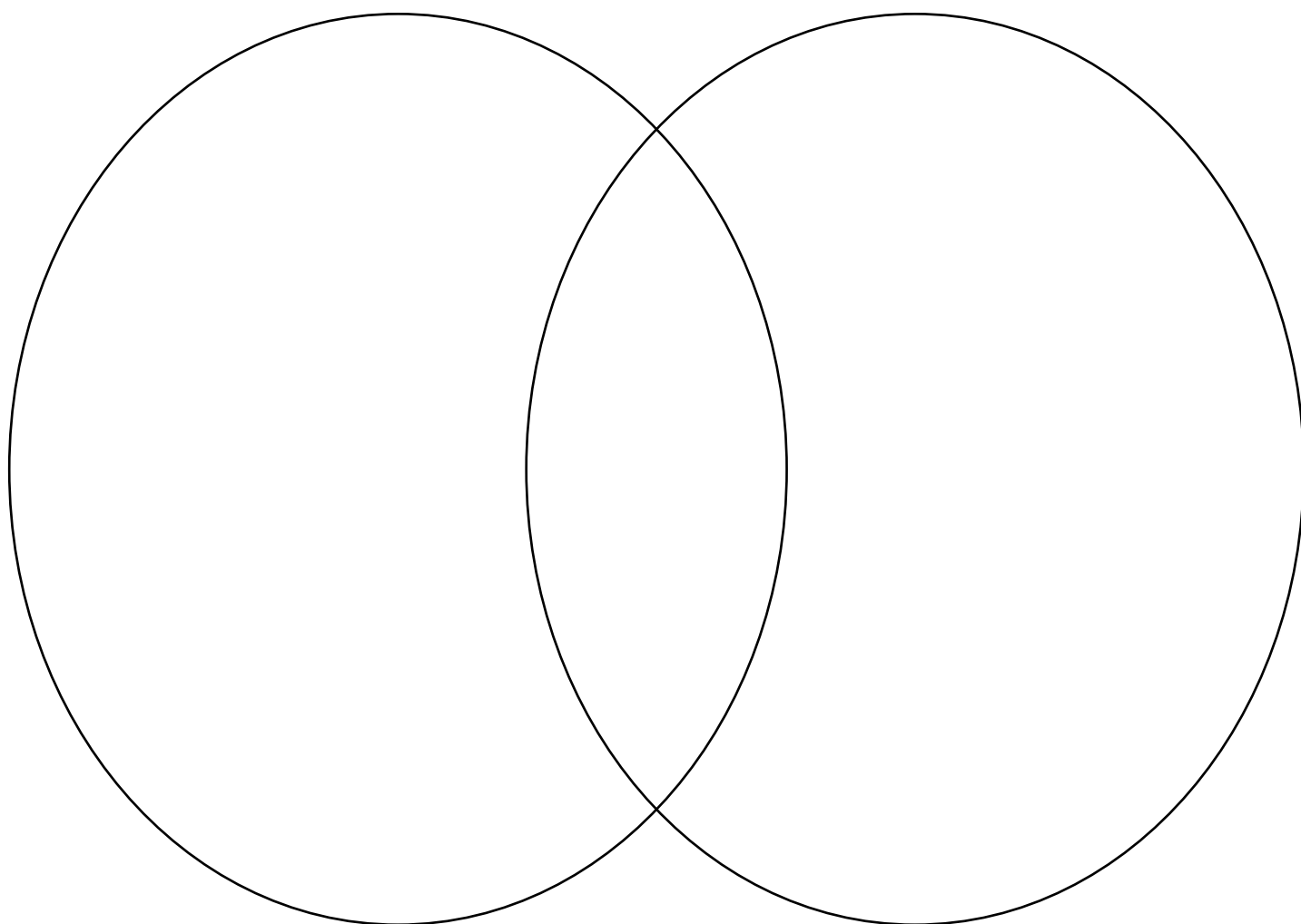
DATE: \_\_\_\_\_

TR 9.4

## Venn Diagram

Copernicus

Galileo



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 10.1

## Word Matrix *-ing, -ed, -er*

|           |      |
|-----------|------|
| base word | -ing |
|           | -ed  |
|           | -er  |

NAME: \_\_\_\_\_

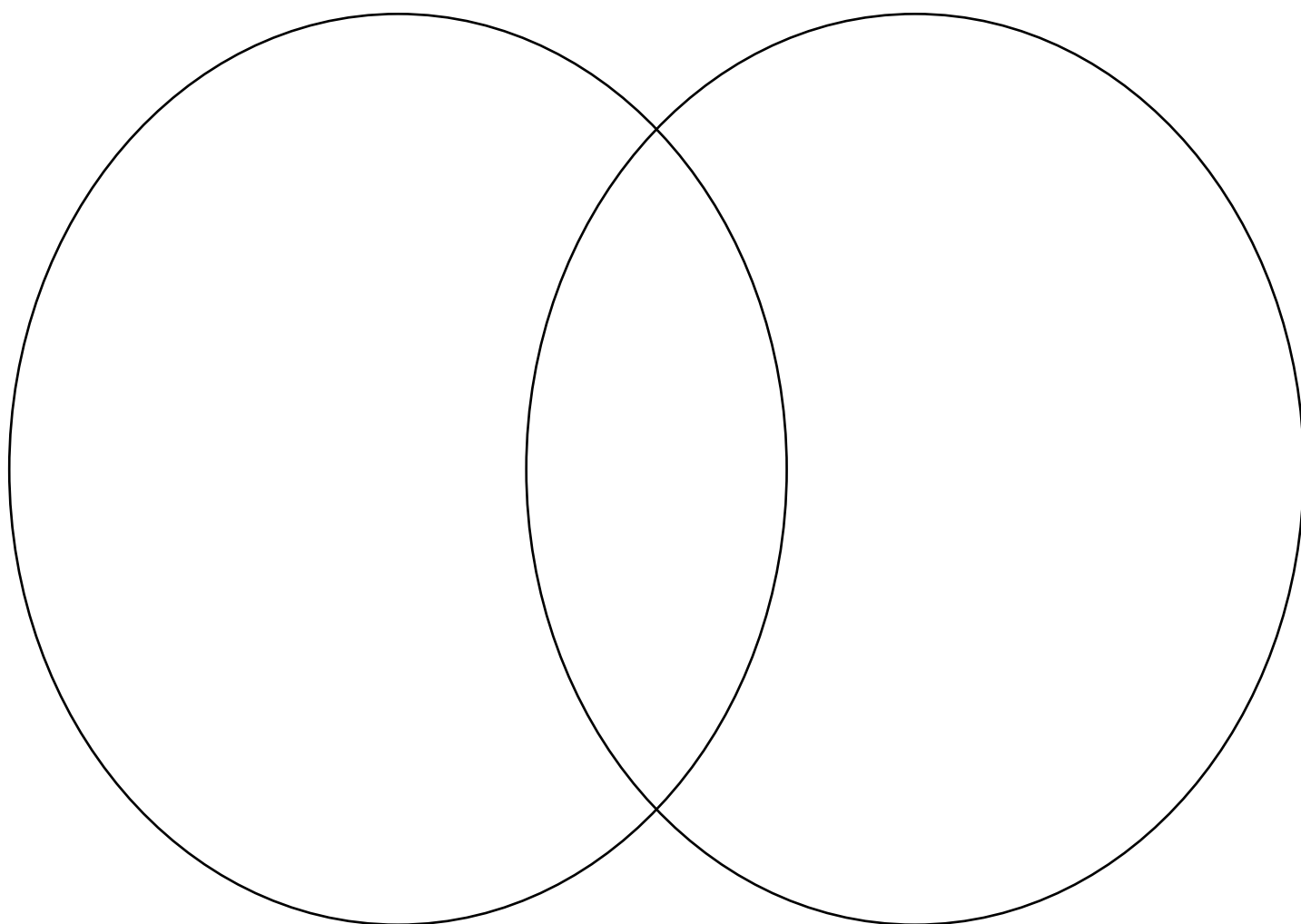
DATE: \_\_\_\_\_

TR 10.2

## Venn Diagram

Sally Ride

Neil Armstrong



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.1

## Review Suffix Spelling: Drop the 'e'

| Base Word | + Suffix |
|-----------|----------|
| bake      | ing      |
|           | er       |
|           | ed       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1

## Review Spelling Rules: Change 'y' to 'i'

| Base Word | + Suffix | = New Word |
|-----------|----------|------------|
| happy     | ness     |            |
| silly     | est      |            |
| busy      | ly       |            |
| carry     | ed       |            |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 13.1

## Review Suffix Rules

**Double the final consonant:** One-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when *-ing* is added (example: run/running).

**Drop the silent 'e':** When a word ends in silent 'e' and you add a vowel suffix like *-ed*, *-er*, and *-ing*, you drop the 'e' (example: bake/baking).

**Change 'y' to 'i':** When a word ends with a consonant and 'y,' we change the 'y' to 'i' before adding *-ed* or *-er* (example: reply/replied).

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

## Self-Sustained Reading Tracker

Use the chart below to keep track of the books you are reading. Record the page number that you start and end on during independent reading time.

| Date | Title of Book | START<br>Page<br>Number | END<br>Page<br>Number |
|------|---------------|-------------------------|-----------------------|
|      |               |                         |                       |
|      |               |                         |                       |
|      |               |                         |                       |
|      |               |                         |                       |
|      |               |                         |                       |
|      |               |                         |                       |
|      |               |                         |                       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.1

## Unit 6 W.C.P.M. Calculation Sheet

Story: "Fluffy the Poodle" Total words in story: 295

| Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Words Read</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Uncorrected Mistakes</div> </div> <hr style="border: 1px solid black; margin: 10px 0;"/> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div>Words Correct</div> </div> | <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">Minutes</div> <div style="text-align: center;">Seconds</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div></div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Finish Time</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>—</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Start Time</div> </div> <hr style="border: 1px solid black; margin: 10px 0;"/> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div></div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Elapsed Time</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <math>(\text{ } \times 60)</math> </div> <div style="text-align: center;">+ <math>\text{ } =</math></div> <div style="text-align: center;"> <math>\text{ } =</math> </div> <div>Time in Seconds</div> </div> |
| <div style="text-align: center; font-weight: bold; font-size: 1.2em;">WCPM</div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>÷</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>× 60 =</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>Words Correct</div> <div>Time in Seconds</div> <div>WCPM</div> </div>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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 Spring, Grade 3 |
|----------------------------|----------|------------------------------------------|
| 2:35                       | 166      | 90th                                     |
| 3:05                       | 139      | 75th                                     |
| 4:05                       | 112      | 50th                                     |
| 5:55                       | 91       | 25th                                     |
| 8:00                       | 63       | 10th                                     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.2

## Reading Assessment Scoring and Analysis

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

### **The number of words read correctly indicates the following:**

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.2

|              | phonemes                         | syllables   |
|--------------|----------------------------------|-------------|
| 1. hasn't    | /h/ /a/ /s/ /n/ /t/              | has/n't     |
| 2. wouldn't  | /w/ /ou/ /d/ /n/ /t/             | would/n't   |
| 3. angle     | /æ/ /ng/ /ə+/l/                  | an/gle      |
| 4. assemble  | /ə/ /s/ /e/ /m/ /b/ /ə+/l/       | a/ssem/ble  |
| 5. fantastic | /f/ /an/ /t/ /a/ /s/ /t/ /i/ /k/ | fan/tas/tic |
| 6. multiple  | /m/ /u/ /l/ /t/ /i/ /p/ /ə+/l/   | mult/i/ple  |
| 7. careful   | /k/ /ar/ /f/ /u/ /l/             | care/ful    |
| 8. hopping   | /h/ /o/ /p/ /ng/                 | hop/ping    |
| 9. unsmiling | /u/ /n/ /s/ /m/ /ie/ /l/ /ng/    | un/smil/ing |
| 10. replied  | /r/ /ee/ /p/ /l/ /ie/ /d/        | re/plied    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.3

## Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include contractions and words that drop the final 'e', change the 'y' to 'i', and double final consonants.

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.3

|                 |                                               |
|-----------------|-----------------------------------------------|
| 1. shouldn't    | Contraction should not                        |
| 2. mightn't     | Contraction might not                         |
| 3. considerable | Final stable syllable –able                   |
| 4. obstacle     | Final stable syllable –cle                    |
| 5. tentacle     | Final stable syllable –cle                    |
| 6. athletic     | Phoneme th                                    |
| 7. pennies      | Change 'y' to 'i' and double final consonant  |
| 8. wonderful    | Suffix –ful                                   |
| 9. regretted    | Double final consonant and add the suffix –ed |
| 10. writing     | Drop the final 'e' and add the suffix –ing    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit 6 Tricky Word Assessment List

1. earth
2. life
3. high
4. done
5. mountains
6. together
7. often
8. under
9. beautiful
10. diamond
11. journeys
12. knowledge
13. laughed
14. spaghetti
15. suggested
16. thought
17. through

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit 6 Tricky Word Assessment (Optional)

Student Name: \_\_\_\_\_

Instructions: This is an optional assessment of Tricky Words and high-frequency words reviewed in this unit. At the end of Unit 6, show the student the Tricky Word list that follows this record. Ask the student to read each word from the list, proceeding in order from top to bottom.

Provide the student with either a blank sheet of paper or cardstock to place on the word list page directly under the row he or she is reading. As the student completes a row, he or she should slide the paper down just enough to read the next row.

Record the student's performance on each word in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

| <b>Tricky Word/<br/>High-Frequency Word</b> | <b>End of Unit 6 Assessment<br/>Date _____</b> |
|---------------------------------------------|------------------------------------------------|
| earth                                       |                                                |
| life                                        |                                                |
| high                                        |                                                |
| done                                        |                                                |
| mountains                                   |                                                |
| together                                    |                                                |
| often                                       |                                                |
| under                                       |                                                |
| beautiful                                   |                                                |
| diamond                                     |                                                |
| journeys                                    |                                                |
| knowledge                                   |                                                |
| laughed                                     |                                                |
| spaghetti                                   |                                                |
| suggested                                   |                                                |
| thought                                     |                                                |
| through                                     |                                                |

# **Additional Support Activity Pages**

Grade 3

Foundational Skills 6

**Teacher Guide**

## Syllable Cut-Ups

Each student should have either Word List A or Word List B. Their partner should work with the other list.

### Word List A



investment

coconut

climate

thunder

overthrow

electrical

energetic

refrigerate

### Word List B



consider

common

honest

celebration

enjoyment

underneath

disrespectful

constructiveness

## Syllable Cut-Ups

1. Cut one word at a time into syllables.
2. Glue each syllable left to right separately into the boxes below. One word should take up one row of boxes.
3. After you cut and glue your words, exchange your copy of Activity Page 6.1 with your partner.
4. Blend the syllables together with your partner.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Suffix Spelling: Drop the 'e'

Choose a card. Write the word from the card in the first column neatly in cursive. Underline the base word and circle the affix or affixes. Identify whether the affix is a prefix, suffix, or both in the second column.

| Word      | Prefix, Suffix, or Both |
|-----------|-------------------------|
| untangle  |                         |
| mishandle |                         |
| unlawful  |                         |
| helpless  |                         |
| frightful |                         |
| drummed   |                         |
| racing    |                         |
| smoking   |                         |
| unsmiling |                         |

# Affix Hunt Word Cards

Copy and cut out word cards.



mishandle

unlawful

helpless

frightful

drummed

racing

smoking

unsmiling

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1

Activity Page

### Create Contractions with *not* and *is*

In the blank boxes, write the correct contraction for each set of words.

|           |             |               |          |            |
|-----------|-------------|---------------|----------|------------|
| 1. cannot | 2. have not | 3. should not | 4. it is | 5. that is |
| can't     | haven't     | shouldn't     | it's     | that's     |

Write a short letter to a friend using the contractions from the boxes above. Write neatly in cursive, leaving spaces between words when you write a sentence.

*Answers may vary.*

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Foundational Skills 6

1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.2

Activity Page

### Contraction Comets

Complete each comet with either the contraction made by the two words or by writing the words that can be combined to form a contraction.

- could – not – couldn't
- can – not – can't
- did – not – didn't
- it – is – it's
- There – is – there's
- I – am – I'm

Complete each sentence from *To the Stars: Lily Explores Space* with the contraction that fits best. Write each word neatly in cursive.

- She didn't know much about space yet, but she knew there was so much to discover out there.

Foundational Skills 6

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- "I can't go to the library this morning, but we can go in the afternoon," Dad said.
- There's an astronomy shelf in the science section.
- "I'm so excited to read these books!" Lily exclaimed.
- It's an enormous galaxy, like a big city of stars and planets.
- She couldn't stop thinking about what else was in space.

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Foundational Skills 6

NAME: \_\_\_\_\_  
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1.3

Take-Home

### Contraction Cut-Ups

Dear Family Member,

Your student has been learning to form contractions by combining two words in a shortened form by adding an apostrophe. Cut out the puzzle pieces below, mix them up, and have your student match the correct pieces.

|        |       |          |      |
|--------|-------|----------|------|
| I'd    |       | how's    |      |
| I      | would | how      | is   |
| let's  |       | would've |      |
| let    | us    | would    | have |
| aren't |       | you're   |      |
| are    | not   | you      | are  |

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NAME: \_\_\_\_\_ 2.1 Activity Page  
DATE: \_\_\_\_\_

### Create Contractions with *are*, *will*, and *had*

Mix and Match: Choose a word from the left column and a word from the right column. Combine the words to form a contraction. Write the words you chose and the new contraction in the middle column.

|      |                       |      |
|------|-----------------------|------|
| we   | _____ + _____ = _____ | will |
| they | _____ + _____ = _____ | had  |
| you  | _____ + _____ = _____ | are  |

Write each word your teacher says.

- \_\_\_\_\_ *we'll* \_\_\_\_\_
- \_\_\_\_\_ *I'd* \_\_\_\_\_
- \_\_\_\_\_ *he'd* \_\_\_\_\_

Write the sentence your teacher says. Write neatly in cursive, leaving spaces between words.

- If you're planning to go hiking tomorrow, you'd better check the weather first.*

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NAME: \_\_\_\_\_ 2.2 Take-Home  
DATE: \_\_\_\_\_

### Contraction Swap-Out

Dear Family Member,

Your student has been learning to form contractions by combining two words in a shortened form by adding an apostrophe. Before reading, ask your student to write a list of contractions they have learned in class. If your student identifies any more contractions while reading, have them add those words to the list. After reading, ask your student to write an extension to this story using five of the contractions from their list.

One sunny afternoon, Zeke and Alex, two curious ten-year-olds, decided they'd become space experts. Their class had just started learning about space, and both boys were eager to show off what they knew.

"I'm going to learn all the planets," Zeke said, flipping through his book.

Alex wanted to go even bigger. "I want to learn about stars and faraway galaxies," he boasted.

When they started their project, Zeke got the planets mixed up. "Is Mars before or after Jupiter?" he wondered aloud.

Alex tried to talk about light-years but got a bit tangled up. "Are they, like, super far . . . or super fast?" he guessed, scratching his head.

After trying hard but getting some things wrong, the boys got help from their teacher, Mrs. Clark, so they would understand better. Walking out of class, Zeke was still excited.

"Space is trickier than I thought, but it's awesome!"

Alex agreed, "Yeah! We just have to keep learning and maybe watch some space shows. You'll see. We'll know everything soon."

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Even with the mix-ups, Zeke and Alex couldn't wait to learn more about space. They realized that discovering space wasn't just about getting facts straight, but about the fun and wonder in learning new things.

"If you're into stars, I'll ask my mom if you can come over tonight to look at the constellations," Zeke offered.

"And I'd love to learn more about the planets," Alex replied. "They're so cool!"

- \_\_\_\_\_ *they'd / they would* \_\_\_\_\_
- \_\_\_\_\_ *I'm / I am* \_\_\_\_\_
- \_\_\_\_\_ *it's / it is* \_\_\_\_\_
- \_\_\_\_\_ *you'll / you will* \_\_\_\_\_
- \_\_\_\_\_ *we'll / we will* \_\_\_\_\_
- \_\_\_\_\_ *couldn't / could not* \_\_\_\_\_
- \_\_\_\_\_ *wasn't / was not* \_\_\_\_\_
- \_\_\_\_\_ *you're / you are* \_\_\_\_\_
- \_\_\_\_\_ *I'll / I will* \_\_\_\_\_
- \_\_\_\_\_ *I'd / I would* \_\_\_\_\_
- \_\_\_\_\_ *They're / they are* \_\_\_\_\_

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Foundational Skills 6

NAME: \_\_\_\_\_ 3.1 Activity Page  
DATE: \_\_\_\_\_

### Identify Final Stable Syllables: *-ble*, *-dle*, *-gle*

Underline the stable syllable. Draw a slash (/) to divide the word into syllables.

|                   |                   |                   |                  |                    |
|-------------------|-------------------|-------------------|------------------|--------------------|
| 1. mar <u>ble</u> | 2. bun <u>dle</u> | 3. gig <u>gle</u> | 4. eag <u>le</u> | 5. drib <u>ble</u> |
|-------------------|-------------------|-------------------|------------------|--------------------|

Listen to each word your teacher says. Write the word neatly in cursive. Underline the final stable syllable. Draw a slash (/) to divide the syllables accurately.

- \_\_\_\_\_ *puddle: pudl / dle* \_\_\_\_\_
- \_\_\_\_\_ *mumble: mumbl / ble* \_\_\_\_\_
- \_\_\_\_\_ *ladle: lad / dle* \_\_\_\_\_
- \_\_\_\_\_ *wiggle: wigl / gle* \_\_\_\_\_
- \_\_\_\_\_ *noble: nobl / ble* \_\_\_\_\_

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Listen to the sentence your teacher says. Repeat the sentence to yourself. Write the sentence using your best cursive.

11. *The clown juggles the four balls high into the air.*
12. *She wants to cuddle her adorable puppy everyday.*

12

Foundational Skills 6

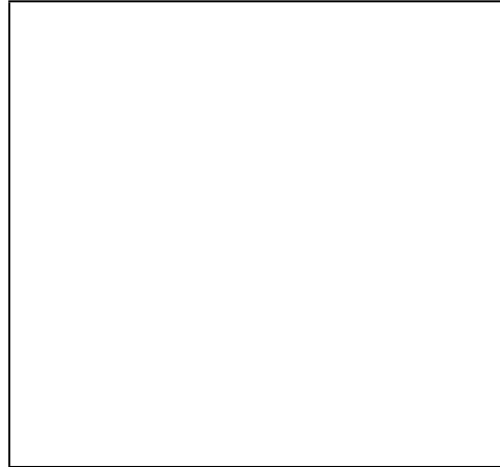
NAME: \_\_\_\_\_  
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3.2

Activity Page

### Reader Response

Have students create an infographic that teaches others about nebulae and black holes, using words with final stable syllables -ble, -dle, -gle.



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NAME: \_\_\_\_\_  
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4.1

Activity Page

### Identify Final Stable Syllables: -sle, -zle, -ple

Write each word your teacher says. Write neatly in cursive.

1. *fizzle*
2. *apple*
3. *steeple*
4. *drizzle*
5. *dimple*

Write one compound sentence using one or two of the words above and a contraction. Write neatly in cursive, leaving spaces between words.

*I didn't want to go outside, for there was a drizzle all day.*

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Foundational Skills 6

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1

Activity Page

### Final Stable Syllables

1. Listen carefully as your teacher reads each word. Write each word on an index card. Divide each word into syllables and underline the final stable syllable.

2. Choose three words from the index cards. Write a paragraph using those words. Underline the words you chose. Write neatly in cursive, leaving spaces between words.

*Answers may vary.*

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Foundational Skills 6

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 5.2 Activity Page

### Reader Response

Answer the question below neatly in cursive, leaving spaces between words.

What does the author most likely want the reader to know about Maria Mitchell and her discovery?

*Maria Mitchell was the first woman astronomer. She discovered a comet. She was recognized by the King of Denmark and won a gold medal.*

Foundational Skills 6

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 6.1 Activity Page

### Divide Three-Syllable Words

Write each word your teacher says neatly in cursive. Divide the syllables.

1. *telescope: tel/el/scope*
2. *fantastic: fan/tas/tic*
3. *established: es/ta/blished*
4. *enchanted: en/chant/ed*
5. *potatoes: po/ta/toes*
6. *Studying comets helps astronomers understand the solar system.*

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 6.2 Activity Page

### Exit Ticket

Match each word with its definition, then use the words to answer the question below.

|           |                                                                                                                     |
|-----------|---------------------------------------------------------------------------------------------------------------------|
| asteroid  | a bright streak or flash in the sky caused by small pieces of space material entering the atmosphere and burning up |
| meteor    | rocks that orbit, or travel around, the sun                                                                         |
| meteorite | a piece of rock from outer space that has landed on Earth                                                           |

What did Lily learn about the difference between meteors and asteroids? Use evidence from the text to support your answer. Remember to write neatly in cursive, leaving spaces between words.

*Lily learned about objects that fly through space. She found out that meteors are smaller pieces of asteroids. If they hit the Earth, they're called meteorites. She used a telescope to get a closer look.*

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 7.1 Activity Page

### Divide Three-Syllable Words with Consonant +le Syllables

Point to the first word. Follow your teacher's directions. Write neatly in cursive, leaving spaces between words when you write a sentence.

- |             |             |             |           |             |
|-------------|-------------|-------------|-----------|-------------|
| 1. flexible | 2. multiple | 3. critical | 4. bamboo | 5. particle |
|-------------|-------------|-------------|-----------|-------------|

6. The girl needed help to untangle her hair.
7. She read an article about the changing weather.

Write each word your teacher says. Divide the syllables. Underline the final stable syllable. Write neatly in cursive.

8. *comical: com/i/cal*
9. *unstable: un/sta/ble*
10. *mishandle: mis/han/dle*
11. *tentacle: ten/ta/cle*
12. *optical: opt/i/cal*

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Write a sentence using one of the words above.

13. *Answers may vary.*
- 
- 

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Foundational Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.2

Activity Page

### Reader Response

Answer the following question using any of the words below. Write neatly in cursive, leaving spaces between words.

|         |          |          |          |          |
|---------|----------|----------|----------|----------|
| optical | multiple | critical | tentacle | particle |
|---------|----------|----------|----------|----------|

The Space Club learned about the importance of telescopes. What key details from the text support this idea?

*Telescopes help scientists answer critical questions about space. Space telescopes capture particles of light so astronomers can see far into space.*

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Foundational Skills 6

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1

Activity Page

### Spell and Sort with Final Stable Syllables

Write the words your teacher reads. Sort them into the correct column. Remember to write in cursive.

| —ble           | —dle           | —gle             | —sle           | —zle            |
|----------------|----------------|------------------|----------------|-----------------|
| <i>stumble</i> | <i>handle</i>  | <i>finagle</i>   | <i>hassle</i>  | <i>embezzle</i> |
| —ple           | —cle           | —kle             | —ckle          | —cal            |
| <i>crumple</i> | <i>article</i> | <i>unwrinkle</i> | <i>chuckle</i> | <i>vertical</i> |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

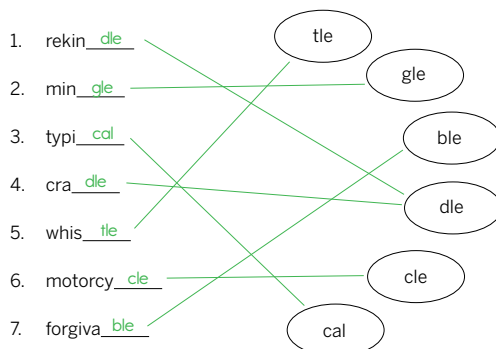
8.2

Take-Home

### Final Stable Syllables Match-Up

Dear Family Member,

Your student has been working with words that end with a consonant and the letters *-le* or *-al*, like *fable*, *vocal*, and *sizzle*. Have your student draw a line to connect the word part on the left to the final stable syllable on the right. Note: One of the final stable syllables will be used twice.



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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

9.1

Activity Page

### Identify Suffixes: *-ful* and *-less*

Underline the suffix in each word.

1. hopeful 2. restless 3. unhelpful 4. bottomless 5. delightful

Write each word that your teacher says. Underline the suffix in each word. Write neatly in cursive.

6. frightful  
7. sleepless  
8. unlawful  
9. powerless  
10. respectful

Challenge: Think of one word that has the suffix *-less* and one word that has the suffix *-ful*. Write the words on the lines below.

*Answers may vary.*

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

9.2

Activity Page

### Identify How Suffixes *-ful* and *-less* Change the Meaning

Read the sentence. Change the suffix of the underlined word and make a new sentence. Write the new sentence neatly in cursive, leaving spaces between words.

Example: They use powerful telescopes to see distant galaxies.

*The superhero was powerless to stop the empty cargo ship from sinking in the massive storm.*

1. Astronomers are fearful in their search for knowledge.

*She was too fearful to go into the graveyard at night.*

2. Read the following sentence.

**He was careful in his observations.**

The word **careful** includes the suffix *-ful*. The suffix helps the reader understand that careful means:

- A. loving  
B. attentive  
C. sloppy  
D. quiet

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3. Read the following sentence.

**It's a joyful job for astronomers because they get to explore the vast universe.**

The word **joyful** includes the suffix *-ful*. The suffix helps the reader understand that joyful means:

- A. sad  
B. curious  
C. happy  
D. adventurous

4. Use at least one word from the word bank to write a sentence telling something you learned about Galileo or Copernicus.

knowledge meaningful limitless successful wonderful

*Galileo is often called the "Father of modern science" because he made so many meaningful discoveries.*

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Foundational Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

10.1

Activity Page

### Introduce Suffix Spelling: Double the Final Consonant

Read each word carefully. Circle the double consonants in each word. Underline the suffix in each word.

1. gripper 2. planning 3. drummed 4. clipper 5. preferring

Listen to the words your teacher says. Write each dictated word neatly in cursive. Circle the double consonants in each word. Underline the suffix in each word.

6. sharpening  
7. plugged  
8. spotter  
9. dripping  
10. skipped

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Write sentences using at least two of the words you wrote on the front of the page. Write neatly in cursive, leaving spaces between words.

1. *Answers may vary.*
2. *Answers may vary.*

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NAME: \_\_\_\_\_ 10.2 Activity Page  
DATE: \_\_\_\_\_

### Wrap-Up

Rule: One-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix (ending) *-ing* is added.

Write a summary of Chapter 8, *To the Stars: Lily Explores Space*. Include words with the *-ing*, *-ed*, and *-er* suffixes. Use the rule box above to help you spell the word correctly. Write neatly in cursive, leaving spaces between words.

*Lily and her Space Club friends learned about astronauts. Astronauts are smart and need to know about math, science, and engineering. They also have to be good at teamwork and problem-solving. Inside the spaceship they do science experience and outside the spaceship they take spacewalks. One time, astronauts found out they could jump really high on*

Foundational Skills 6

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*the moon because of the low gravity. Lily and her friends also learned about famous astronauts like Neil Armstrong, who was the first person to walk on the moon. Sally Ride was the first American woman in space. Astronauts and astronomers work together to explore and make discoveries in space.*

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Foundational Skills 6

NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

### Suffix Spelling: Drop the 'e'

Use the following matrix to create words, then write sentences using these words. Ensure each suffix (*-ing*, *-er*, *-ed*) is used at least once. Write neatly in cursive, leaving spaces between words.

|           |      |
|-----------|------|
| surprise  | -ing |
| arrive    | -er  |
| exercise  | -ed  |
| produce   |      |
| astronomy |      |

1. *It was surprising to see my friend go on the rollercoaster; he overcame his fear!*
2. *She arrived early to the party and helped to set up.*
3. *We really enjoy going to PE and exercising.*

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4. In social studies, we learned about producers and consumers.

5. We have read about famous astronomers.

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NAME: \_\_\_\_\_ 12.1 Activity Page  
DATE: \_\_\_\_\_

### Reading and Dictation

Point to the first word. Follow your teacher's directions.

|            |            |             |             |            |
|------------|------------|-------------|-------------|------------|
| 1. worried | 2. noisily | 3. merriest | 4. messiest | 5. pitiful |
|------------|------------|-------------|-------------|------------|

Write each word your teacher says. Underline the suffix. Write neatly in cursive.

6. married

7. digginess

8. tidiest

Listen carefully as your teacher reads a sentence two times.

9. That is the loveliest flower I have ever seen.

10. Her friendliness made new students feel welcome.

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NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Read the words in the word bank from Chapter 9 of the Reader. Circle the 'i' that was a 'y' and underline the suffix that was added.

#### Word Bank

|         |                         |                        |         |
|---------|-------------------------|------------------------|---------|
| carried | copies                  | cried                  | spied   |
| applied | happily                 | happier                | stories |
|         | myster <sup>y</sup> ies | galax <sup>y</sup> ies |         |

Use at least two of the words in the word bank to answer the question below. Write your answer neatly in cursive, leaving spaces between words.

What is the most likely reason the author ends the chapter with "This was just the beginning of her space story."? What can you predict that Lily will likely do next?

The author most likely ends the chapter with "This was just the beginning of her space story." to show that Lily had applied a lot of her knowledge about space in the past few days. she still had a lot more learning to do. I think Lily will become an astronaut when she grows up and continue exploring space.

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NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

### Dictation and Writing Practice

Listen to each word your teacher says. Think about the word carefully and write it neatly in cursive on the line.

1. hopping

2. silliest

3. busily

4. biggest

5. stargazing

6. planner

7. galaxies

Write three sentences using the words above.

8. He busily cleans up the house.

9. The bunny went hopping to the garden.

10. I enjoy stargazing when I go camping.

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NAME: \_\_\_\_\_ 13.2 Activity Page  
DATE: \_\_\_\_\_

### Practice with Suffixes

In Chapter 10 of *To the Stars: Lily Explores Space*, Lily is happy that her friends enjoy space as much as she does. Use the word matrix to create words that best fit in the sentences below. Write neatly in cursive.

|        |      |
|--------|------|
| love   | -ed  |
| dazzle |      |
| plan   | -ing |
| apply  |      |

- Lily applied to go to space camp.
- David loved building space shuttles.
- Max wanted to do the planning to make sure space missions succeeded.
- Zara wanted to make dazzling pictures of space.

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Use one of the words from the word bank to respond to the following prompt. Write your response neatly in cursive, leaving spaces between each word.

Prompt: Space Club inspired all of its members to pursue activities related to what they learned about space.

Have you ever been inspired to join an activity after learning about it in school? Write your response below.

*The stories we read about space exploration in class motivated me to start stargazing at night. I wanted to learn more about galaxies and mysteries beyond our planet. Now, I've started collecting books about space exploration and mysteries to learn even more outside of school.*

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NAME: \_\_\_\_\_ 13.3 Take-Home  
DATE: \_\_\_\_\_

### Roll and Read with Suffixes

Dear Family Member,

Your student has been learning about special word endings that change how words are spelled and defined. Play this game with your student for more practice.

Locate two dice to play. If you do not have dice, you may choose to say aloud two random numbers from 1–6 instead.

- Roll two dice.
- Choose either a row or column that corresponds with the numbers on the dice (if a 3 and 4 is rolled, the player can go down column three and over to row 4).
- Read the word in the box. Discuss the meaning of the word. Write a checkmark over the box to note that it was read and defined.
- Roll again. Play continues until all words have been covered.

|   | 1        | 2       | 3        | 4          | 5          | 6        |
|---|----------|---------|----------|------------|------------|----------|
| 1 | happily  | saving  | hopping  | copies     | smoking    | spotting |
| 2 | colonies | busily  | biggest  | preferring | drummed    | sweeping |
| 3 | silliest | waving  | using    | racing     | stargazing | studied  |
| 4 | galaxies | hoping  | applied  | planned    | driving    | baking   |
| 5 | spies    | puppies | ponies   | easily     | noisily    | angrily  |
| 6 | giving   | loving  | changing | shopping   | planning   | dripping |

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NAME: \_\_\_\_\_ 14.1 Activity Page  
DATE: \_\_\_\_\_

### Word Sort

Sort the words by spelling and writing them in the correct columns on the next page.

|           |          |         |           |
|-----------|----------|---------|-----------|
| can't     | dribble  | spies   | hoping    |
| planner   | using    | hadn't  | spotting  |
| galaxies  | silliest | they'd  | pickle    |
| taping    | greeter  | uncle   | they're   |
| untangle  | dripping | sitting | they'd    |
| trimming  | runner   | she's   | you're    |
| scruple   | guzzle   | buckle  | we'll     |
| busily    | copier   | clipper | drummed   |
| mysteries | she'll   | scored  | knuckle   |
| smiling   | raked    | rascal  | happiness |
| spotting  | pitiful  | braver  | wouldn't  |
| tumble    | bubble   | sample  |           |

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| Contractions | Consonant<br>+le<br>syllables | Suffix Rule:<br>Drop<br>the 'e' | Suffix Rule:<br>Change<br>'y' to 'i' | Suffix Rule:<br>Double<br>the final<br>consonant |
|--------------|-------------------------------|---------------------------------|--------------------------------------|--------------------------------------------------|
| can't        | dribble                       | hoping                          | spies                                | planner                                          |
| hadn't       | untangle                      | using                           | happiness                            | spotting                                         |
| wouldn't     | tumble                        | scored                          | pitiful                              | dripping                                         |
| there's      | bubble                        | braver                          | busily                               | sitting                                          |
| she's        | sample                        | smiling                         | copier                               | clipper                                          |
| they'd       | scruple                       | raked                           | mysteries                            | drummed                                          |
| we're        | guzzle                        | taping                          | galaxies                             | trimming                                         |
| they're      | buckle                        | greeter                         | silliest                             | runner                                           |
| you're       | pickle                        |                                 |                                      |                                                  |
| we'll        | uncle                         |                                 |                                      |                                                  |
| she'll       | knuckle                       |                                 |                                      |                                                  |
|              | rascal                        |                                 |                                      |                                                  |

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Foundational Skills 6

NAME: \_\_\_\_\_ 14.3 Assessment

DATE: \_\_\_\_\_

### Fluency Assessment Questions

Circle the letter of the correct answer.

1. What is the most likely reason everyone enjoys playing with Fluffy?

- ☒ A. his energy and playfulness
- ☐ B. he makes a mess
- ☐ C. his love for barking
- ☐ D. his wagging tail

2. What is a synonym of the word *nestled* in paragraph 2?

- ☐ A. hidden
- ☒ B. surrounded
- ☐ C. snatched
- ☐ D. curled

3. What is the most likely reason Fluffy showed the ball to every dog?

- ☐ A. He wanted to keep the ball for himself.
- ☒ B. He wanted to share his exciting discovery with his friends.
- ☐ C. He was afraid of the red ball.
- ☐ D. He wanted to tease the other dogs.

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4. What is the most likely reason the author uses a simile to compare Fluffy's hair in paragraph 1?

- ☐ A. To explain that Fluffy has fur.
- ☒ B. To describe how Fluffy's fur looks.
- ☐ C. To explain that Fluffy is a poodle.
- ☐ D. To describe the weather at the park.

5. What theme is expressed in this story?

- ☐ A. Dogs should stay away from water.
- ☐ B. Parks are dangerous places for pets.
- ☐ C. Sharing brings joy to others.
- ☒ D. Happiness comes from material things.

6. What do Fluffy's actions show about his character?

- ☐ A. He is a timid dog.
- ☐ B. He is a fun-loving dog.
- ☒ C. He does not like to share.
- ☐ D. He enjoys staying indoors.

7. What can the reader infer about Fluffy based on his actions at the end of the day?

- ☐ A. He is angry.
- ☐ B. He is sad.
- ☐ C. He is lonely.
- ☒ D. He is content.

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NAME: \_\_\_\_\_ 14.3 Assessment

DATE: \_\_\_\_\_

CONTINUED

8. In paragraph 2, the suffix *-less* helps the reader understand that fearless means:

- ☐ A. full of fear
- ☒ B. without fear
- ☐ C. fears again
- ☐ D. below fear

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NAME: \_\_\_\_\_ 15.1 Assessment  
DATE: \_\_\_\_\_

### Reading Assessment

Circle each word as your teacher says it out loud.

1. he's hasn't hadn't haven't
2. wouldn't would not wouldnt' shouldn't
3. candle eagle table angle
4. assembled assembling assemble assembly
5. fantastic fanning fan fantasy
6. miracle maple magical multiple
7. careless caring cared careful
8. hopping hoping hoped hopped
9. miles smiled smile unsmiling
10. replied replying reply replying

Foundational Skills 6

63

NAME: \_\_\_\_\_ 15.2 Assessment  
DATE: \_\_\_\_\_

### Spelling Assessment

Write each word neatly in cursive as your teacher says it out loud.

1. shouldn't (contraction)
2. mightn't (contraction)
3. considerable (final stable syllable)
4. obstacle (final stable syllable)
5. tentacle (final stable syllable)
6. athletic (multisyllabic word)
7. pennies (change 'y' to 'i')
8. wonderful (suffix)
9. regretted (double final consonant)
10. writing (drop final 'e')



He couldn't see the stars twinkle when he looked through the telescope.  
(contraction, final stable syllable, multisyllabic word)

Foundational Skills 6

65

NAME: \_\_\_\_\_ PP.1 Activity Page  
DATE: \_\_\_\_\_

### Split the Syllables

Read each sentence and syllabicate, or divide into syllables, the bolded words on the lines below. Remember to write neatly in cursive.

1. When we went to the fair, I won a stuffed **animal**.  
ani/mal
2. There is **pepperoni** pizza for lunch today.  
pepp/er/oni
3. If everyone turns in their **homework**, our teacher will let us have extra recess.  
homel/work
4. My mom said that she was **uncertain** about what she would make for dinner.  
un/cer/tain
5. My puppy and kitten love to go on adventures together around the yard.  
ad/ven/tures

Foundational Skills 6

67

NAME: \_\_\_\_\_ PP.2 Activity Page  
DATE: \_\_\_\_\_

### Syllable Division Evaluation

Carefully examine the multisyllabic words divided into syllables in the first column. If the word is correctly divided, write the word "correct" in the second column. If the word is incorrectly divided, write the correct syllable division in the second column. Remember to write each word neatly in cursive.

|                |                        |
|----------------|------------------------|
| fan/tas/tic    | <u>correct</u>         |
| moon/light     | <u>moon/light</u>      |
| par/tic/u/lar  | <u>correct</u>         |
| est/abish/ing  | <u>es/tab/lish/ing</u> |
| Jupi/ter       | <u>Jup/iter</u>        |
| mag/ni/fi/cent | <u>correct</u>         |
| ro/ta/tor      | <u>correct</u>         |
| dep/end/a/ble  | <u>del/pend/a/ble</u>  |
| d/ay/d/ream    | <u>dary/dream</u>      |
| boun/ty        | <u>correct</u>         |

Foundational Skills 6

69

NAME: \_\_\_\_\_ PP.3  
DATE: \_\_\_\_\_ Activity Page

### Writing Contractions

Read the table below. In each empty box, write either the contraction or the two words that make up the contraction. Remember to write neatly in cursive, leaving spaces between words.

|          |         |
|----------|---------|
| we will  | we'll   |
| it is    | it's    |
| that is  | that's  |
| she is   | she's   |
| they are | they're |
| we are   | we're   |
| was not  | wasn't  |
| you had  | you'd   |

Foundational Skills 6

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|            |        |
|------------|--------|
| they had   | they'd |
| are not    | aren't |
| can not    | can't  |
| you are    | you're |
| she had    | she'd  |
| I will     | I'll   |
| they would | they'd |
| you will   | you'll |

72

Foundational Skills 6

NAME: \_\_\_\_\_ PP.4  
DATE: \_\_\_\_\_ Activity Page

### Mix and Mingle Contractions

Read the table below. In each empty box, write either the contraction or the two words that make up the contraction. Remember to write neatly in cursive, leaving spaces between words.

- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary
- Answers may vary

Foundational Skills 6

73

Write sentences using the contractions above.

- Answers may vary
- Answers may vary
- Answers may vary

74

Foundational Skills 6

NAME: \_\_\_\_\_ PP.5 Activity Page  
DATE: \_\_\_\_\_

### Fill-in-the-Blank Sentence Trade

Create sentences containing a Tricky Word from the word box, but leave a blank space where the word should be. Then, trade your paper with another student and fill-in-the-blanks. Write neatly in cursive, leaving spaces between words.

|           |           |           |
|-----------|-----------|-----------|
| beautiful | journeys  | laughed   |
| diamond   | knowledge | suggested |

Sentence Writer: Answers may vary.  
Name \_\_\_\_\_

Blank Filler: Answers may vary.  
Name \_\_\_\_\_

1. Answers may vary.

2. Answers may vary.

3. Answers may vary.

4. Answers may vary.

5. Answers may vary.

6. Answers may vary.

## Appendix A:

# Overview of the Grade 3 Skills Program

### THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, they will not be able to achieve reading comprehension, no matter how much oral language they can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading. Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is an efficient and accurate decoder and able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ( $D > 0$ ) and you also have some language comprehension ability ( $C > 0$ ), you will probably also have some reading comprehension ability ( $R > 0$ ). How much reading comprehension ability you have will depend on the exact values of  $D$  and  $C$ .

What does it mean to have no decoding ability ( $D = 0$ )? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ( $C = 0$ )? It means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ( $D > 0$ ) but not language comprehension ability ( $C = 0$ ). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ( $D > 0$ ), but they would have scored a zero on any measure of language comprehension ( $C = 0$ ). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ( $D = 0$ ). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ( $C > 0$ ). Between Milton and his daughters, you might say, there was reading comprehension ( $R$ ), but the younger generation brought the decoding skills ( $D$ ) and the elderly poet brought the language comprehension ( $C$ ).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) during a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills ( $D > 0$ ), but you would be lacking language comprehension ( $C = 0$ ). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

## HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children throughout Grades K–3. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–3.

That is not the case with language comprehension ability. It will take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, thus increasing the range of materials they are equipped to understand, first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading

comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students’ progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in the second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent, while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children’s listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English, this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

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## **TWO MISCONCEPTIONS ABOUT READING AND WRITING**

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time, it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

Learning to read and write is natural.

Learning to read and write is easy.

Both ideas have great emotional appeal. Unfortunately, both are wrong.

## LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken but not written or read.

Ten thousand years ago this was the norm rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves that the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

## LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one-to-one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. To read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all the discrete bits of information a person needs to know to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare 'B' to 'b', 'D' to 'd', 'H' to 'h', 'R' to 'r', and 'Q' to 'q'. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So, we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there was a simple one-to-one relationship between letters and sounds, that might be a good estimate of the code's complexity. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many ways. In our work on this program, we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that many letters in English can be pronounced in different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e,' and realize it controls the pronunciation of the 'a' earlier.

Even without these additions, the English writing system is quite complicated.

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## THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for leaving many children behind. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

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## KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below as follows:

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program includes explicit, systematic phonics instruction in which students are taught target skills needed to independently decode and encode words. This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.

- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences they have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings, preferring to have students learn to read and write with regular words that can be blended and spelled by the letter-sound correspondences taught.
- High-frequency words compiled from a research-based list for Grade 3 are also taught as they appear in the Unit Readers. They are revisited frequently to build automaticity and fluency.
- This program avoids letter names because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”

## THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 3. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the basic code for each of the 44 phonemes. The basic code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, and 'm' > /m/. Basic code spellings may also include digraphs, or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, and 'th' > /th/. Other basic code spellings include separated digraphs, such as 'a\_e' > /ae/, and 'o\_e' > /oe/.

The advanced code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, and 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the charts provided for the basic and advanced code.

| Basic and Advanced Code: Consonants |                     |                                    |                                                                                                                             |
|-------------------------------------|---------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Phoneme                             | Basic code spelling | Advanced Code Spelling             | Example Words                                                                                                               |
| /b/                                 | 'b'                 | 'bb'                               | <b>bat</b> , <b>ebb</b>                                                                                                     |
| /ch/                                | 'ch'                | 'tch','t'                          | <b>chop</b> , <b>watch</b> , <b>future</b>                                                                                  |
| /d/                                 | 'd'                 | 'dd','ed'                          | <b>mad</b> , <b>rudder</b> , <b>played</b>                                                                                  |
| /f/                                 | 'f'                 | 'ff','ph','gh'                     | <b>fox</b> , <b>stuff</b> , <b>phone</b> , <b>rough</b>                                                                     |
| /g/                                 | 'g'                 | 'gg','gu','gh','gue'               | <b>get</b> , <b>egg</b> , <b>guess</b> , <b>ghost</b> , <b>vague</b>                                                        |
| /h/                                 | 'h'                 | 'wh'                               | <b>hat</b> , <b>who</b>                                                                                                     |
| /j/                                 | 'j'                 | 'g','dge','dg','ge','d'            | <b>jump</b> , <b>giant</b> , <b>judge</b> , <b>judging</b> , <b>barge</b> , <b>education</b>                                |
| /k/                                 | 'c','k'             | 'ck','cc','ch'                     | <b>cat</b> , <b>kit</b> , <b>rock</b> , <b>raccoon</b> , <b>school</b>                                                      |
| /l/                                 | 'l'                 | 'll'                               | <b>lip</b> , <b>bell</b>                                                                                                    |
| /m/                                 | 'm'                 | 'mm','mn','mb'                     | <b>mat</b> , <b>hammer</b> , <b>hymn</b> , <b>lamb</b>                                                                      |
| /n/                                 | 'n'                 | 'nn','kn','gn'                     | <b>net</b> , <b>runner</b> , <b>knot</b> , <b>gnat</b>                                                                      |
| /ng/                                | 'ng'                | 'n'                                | <b>thing</b> , <b>think</b>                                                                                                 |
| /p/                                 | 'p'                 | 'pp'                               | <b>pit</b> , <b>pepper</b>                                                                                                  |
| /qu/                                | 'qu'                |                                    | <b>quit</b>                                                                                                                 |
| /r/                                 | 'r'                 | 'rr','wr','rh'                     | <b>red</b> , <b>squirrel</b> , <b>wrong</b> , <b>rhombus</b>                                                                |
| /s/                                 | 's'                 | 'ss','c','sc','st','ce','se'       | <b>sit</b> , <b>dress</b> , <b>city</b> , <b>science</b> , <b>whistle</b> , <b>prince</b> , <b>rinse</b>                    |
| /sh/                                | 'sh'                | 'ss','s','ch','ssi','si','ti','ci' | <b>ship</b> , <b>assure</b> , <b>sure</b> , <b>chef</b> , <b>session</b> , <b>tension</b> , <b>Martian</b> , <b>Grecian</b> |
| /t/                                 | 't'                 | 'tt','ed','bt'                     | <b>top</b> , <b>mitt</b> , <b>walked</b> , <b>doubt</b>                                                                     |
| /th/                                | 'th'                |                                    | <b>thin</b>                                                                                                                 |
| /th/                                | 'th'                | 'the'                              | <b>them</b> , <b>bathe</b>                                                                                                  |
| /v/                                 | 'v'                 | 've'                               | <b>vet</b> , <b>valve</b>                                                                                                   |
| /w/                                 | 'w'                 | 'wh'                               | <b>wet</b> , <b>when</b>                                                                                                    |
| /x/                                 | 'x'                 |                                    | <b>tax</b>                                                                                                                  |
| /y/                                 | 'y'                 |                                    | <b>yes</b>                                                                                                                  |
| /z/                                 | 'z'                 | 'zz'                               | <b>zip</b> , <b>buzz</b>                                                                                                    |
| /zh/                                | (none)              | 'ge','j','s'                       | <b>garage</b> , <b>Jacques</b> , <b>treasure</b>                                                                            |

| Basic and Advanced Code: Vowels |                     |                                                            |                                                                       |
|---------------------------------|---------------------|------------------------------------------------------------|-----------------------------------------------------------------------|
| Phoneme                         | Basic code spelling | Advanced Code Spelling                                     | Example Words                                                         |
| /a/                             | 'a'                 |                                                            | cat                                                                   |
| /ae/                            | 'a_e'               | 'a,' 'ai,' 'ay,' 'ei,' 'ey,' 'eigh,' 'ea,' 'aigh'          | date, baby, rain, tray, vein, prey, eight, steak, straight            |
| /ar/                            | 'ar'                |                                                            | arm                                                                   |
| /aw/                            | 'aw'                | 'au,' 'ough,' 'augh,' 'al'                                 | paw, pause, ought, naughty, wall                                      |
| /e/                             | 'e'                 | 'ea,' 'ai,' 'ay,' 'a,' 'ie'                                | bed, head, said, says, many, friend                                   |
| /ee/                            | 'ee'                | 'e,' 'ea,' 'y,' 'e_e,' 'ey,' 'ie,' 'i,' 'ei'               | bee, me, meat, bunny, scene, key, chief, variation, receive           |
| /er/                            | 'er'                | 'ir,' 'ur,' 'or,' 'ar,' 'ear,' 'urr,' 'our'                | her, fir, fur, work, dollar, earth, hurry, courage                    |
| /i/                             | 'i'                 | 'y,' 'ui,' 'i_e'                                           | sit, gym, build, give                                                 |
| /ie/                            | 'i_e'               | 'i,' 'igh,' 'ie,' 'y,' 'y_e,' 'ye,' 'uy'                   | fine, find, high, pie, my, style, bye, guy                            |
| /o/                             | 'o'                 | 'a,' 'wa'                                                  | hot, lava, water                                                      |
| /oe/                            | 'o_e'               | 'o,' 'oe,' 'ow,' 'oa'                                      | rope, no, toe, snow, boat                                             |
| /oi/                            | 'oi'                | 'oy'                                                       | oil, boy                                                              |
| /oo/                            | 'oo'                | 'o_e,' 'u,' 'u_e,' 'ue,' 'ew,' 'o,' 'ou,' 'ui,' 'eu,' 'oe' | soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe |
| /oo/                            | 'oo'                | 'u,' 'oul'                                                 | wood, put, could                                                      |
| /ou/                            | 'ou'                | 'ow,' 'ough'                                               | out, now, bough                                                       |
| /or/                            | 'or'                | 'ore,' 'our,' 'oor,' 'oar,' 'ar'                           | for, bore, four, door, soar, award                                    |
| /u/                             | 'u'                 | 'o,' 'ou,' 'o_e,' 'e'                                      | but, among, touch, come, the                                          |
| /ue/                            | 'u_e'               | 'u,' 'ue,' 'ew'                                            | cute, pupil, hue, few                                                 |
| /ə/                             | 'a'                 | 'e'                                                        | about, debate                                                         |
| /ə/ + /l/                       | 'al'                | 'le,' 'el,' 'ul,' 'il'                                     | animal, apple, travel, awful, pencil                                  |

## TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e’, as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. You will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide generally suggests you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read Tricky Word that way yourself. Then you can point out how the word is pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the 'ai' in *said*). This is the part of the word that students just must remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled as you would expect and pronounced as expected. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that must be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

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## SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.

| Tricky Words                  | Overlap                           | Sight Words                                    |
|-------------------------------|-----------------------------------|------------------------------------------------|
| colonel, aisle, Aarol, ballet | of, to, once, one, was, who, said | in, it, at, on, if, then, this, did, and, with |

The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and as Tricky Words because they are not pronounced (or written) as you would expect. These are irregular words (and therefore hard to read and write, at least first) and very common (and important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in the materials—but you probably do not need to give these words special attention, and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

## SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the previous section. As already noted, we use the term *sight word* in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

The program does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that the program is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's "Instant Word" list. Fry's list is divided into groups of 100. For illustration purposes, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

## **HIGH-FREQUENCY WORDS**

In addition to addressing Tricky Words and tricky spellings, this program emphasizes the reading and spelling of high-frequency words carefully selected from word lists compiled by researchers Edward William Dolch and Edward Fry. These lists are instrumental in aiding students, particularly young learners, to become more proficient readers by focusing on words that frequently appear in English reading materials.

Specifically for Grade 3 students, the lists include 132 words, of which this program provides explicit instruction for 98. These words are selected based on their prevalence across various unit Readers, ensuring instruction is both relevant and practical. Instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Readers.

The program encourages students to identify and recall previously taught high-frequency words to reinforce learning, thereby gradually expanding their lexicon through repeated exposure. This strategic approach ensures that students learn to recognize and use these essential words and improve their reading fluency and comprehension.

The process for determining which high-frequency words to teach and the timing of their introduction is structured and integral to the curriculum, designed to optimize comprehension and retention. Each unit focuses on 8–12 high-frequency words. These words are carefully selected based on their relevance as content words central to the unit's Reader and their frequent usage throughout the Reader. To facilitate learning, these words are introduced by sounding them out and employing Spelling Cards, which aid in decoding.

As the unit progresses, the high-frequency words highlighted in the Reading section of each lesson are consistently reviewed, ensuring recognition and understanding of these words both in and out of context. To reinforce learning and maintain engagement, focused high-frequency word decode/encode games found in the Reading section are incorporated every few days, strategically reviewing one-third of the previously encountered words to reinforce retention.

To further consolidate learning, a final high-frequency word game that reviews all the words introduced in the unit is played at designated Pausing Points, ensuring multiple opportunities to interact with and master these words. Additionally, fluency checkpoints are conducted to monitor progress in automaticity and fluency, essential components of reading proficiency. This comprehensive approach ensures that students are not only exposed to high-frequency words but also engage with them in a variety of contexts, enhancing reading skills and confidence.

| Unit | High-Frequency Word Scope and Sequence                                                |
|------|---------------------------------------------------------------------------------------|
| 1    | night, about, tree, story, thought, every, began, hard, important, river, small, near |
| 2    | talk, walk, head, eyes, book, being, run, drink, long, much, keep, group              |
| 3    | grow, better, become, open, food, carry, clean, feet, while                           |
| 4    | always, sometimes, something, idea, fall, never, draw, paper, last, today             |
| 5    | hear, saw, close, those, stop, got, might, light, white, warm                         |
| 6    | earth, life, high, done, far, mountains, together, often, under                       |
| 7    | real, hurt, begin, both, start, above, once, example                                  |
| 8    | side, country, city, try, sea, took, kind, without, family                            |
| 9    | father, own, open, along, plant, last, only, young, few                               |
| 10   | eight, school, enough, show, watch, song, almost, list                                |

## CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term *digraph*, or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an

overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

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### **SMALL-GROUP WORK**

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt to these and other lessons as they best meet the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

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### **ADJUSTING THE SPEED OF INSTRUCTION**

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit, there is a “Pausing Point.” If the end-of-unit assessment or your

observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least one or two 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 and 5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of remediation can be moved to the appropriate group, while students who are making progress can advance.

## Appendix B:

# Grade 3 Scope and Sequence

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### UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: *wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear* (hear/wear), *eer, ore, ere* (here/there), *air, are*
- read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words *baobab, desert, drought, encouragement, flooded, neighbors, pirates, solution, and tortoise*
- read and spell the high-frequency words *night, about, tree, story, thought, every, began, hard, important, river, small* and *near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

### UNIT 2

- read and spell words that follow a VCV syllable division pattern
- read and spell multisyllabic words with open syllables
- identify the meaning of and use words with the *-ed* and *-ing* affixes
- read and spell the Tricky Words *engine, curious, dangerous, leopard, camouflage, territorial, favorite, and success*
- read and spell the high-frequency words *talk, head, eyes, book, being, run, drink, long, much, keep, and going*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion

- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

### UNIT 3

- read and spell multisyllabic words with VCe syllables
- read and spell words with suffixes that change the base word by dropping final 'e'
- read and spell the Tricky Words *building, muscles, blood, soldiers, bacteria, sugar, pressure, tissue, and intestines*
- read and spell the high-frequency words *grow, better, next, open, food, carry, clean, feet, and while*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

### UNIT 4

- read and spell multisyllabic words with vowel teams
- read and spell words with prefixes
- identify the meaning of and use words with the *un-*, *pre-*, *re-*, *dis-*, and *mis-* prefixes
- read and spell words with suffixes that change the base word by dropping final 'e'
- Identify the meaning of words with the *-ist*, *-ian*, and *-al* suffixes
- identify, use, spell, and explain the meaning of homophones
- read and spell the Tricky Words *adventure, lifeguard, delicious, and library*
- read and spell the high-frequency words *always, sometimes, something, idea, fall, never, draw, paper, last, and today*
- increase accuracy, fluency, and expression

- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 5

- read and spell multisyllabic words with r-controlled syllables
- read words with the sound-spelling pattern 'en'
- read and spell VCCCV words using syllable division patterns
- read and spell multisyllabic words with suffixes *-ous*, *-ly*, *-ive*, and *-y*
- read and spell the Tricky Words *carousel*, *figure*, *guitar*, *silhouette*, and *sorry*
- read and spell the high-frequency words *hear*, *saw*, *close*, *those*, *stop*, *got*, *might*, *light*, *white*, and *warm*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 6

- read and spell contractions with *not*, *is*, *are*, *will*, and *had*
- read multisyllabic words with final stable syllables *-ble*, *-dle*, *-gle*, *-sle*, *-zle*, *-ple*, *-cle*, *-kle*, and *-ckle*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify how suffixes change the meaning of words
- read and spell the Tricky Words *through*, *thought*, *spaghetti*, *laughed*, *beautiful*, *journeys*, *diamond*, *suggested*, and *knowledge*

- read and spell the high-frequency words *earth, life, high, done, far, mountains, together, often, and under*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 7

- read and spell multisyllabic words with diphthongs
- spell homophones
- spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- identify, use, and explain the meaning of homophones and homographs
- read and spell the Tricky Words *accidental, accidents, ancient, breathe, patient, patrolling, technician, temperature, and unusual*
- read and spell the high-frequency words *real, hurt, begin, both, start, above, once, and example*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 8

- identify, use, spell, and explain the meaning of homophones
- read and spell multisyllabic words with vowel teams *ai, ay, oo, ew, ue, and ui*

- read and spell *abbreviations*
- read and spell words with prefixes *anti-*, *in-*, and *pro-*
- read and spell the Tricky Words *algae*, *Australia*, *culture*, *marsupial*, *Melbourne*, *penguin*, *sanctuary*, and *structure*
- read and spell the high-frequency words *side*, *country*, *city*, *try*, *sea*, *took*, *kind*, *without*, and *family*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 9

- identify and explain synonyms and antonyms
- read and spell words with affixes *im-*, *non-*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *non-* (not), and *-ful* (full of) affixes
- read and spell multisyllabic words with the sound-spelling patterns for soft 'g' and soft 'c'
- read and spell multisyllabic words with digraphs *kn*, *wr*, and *mb*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, spell, and explain the meaning of homophones
- identify, use, and explain the meaning of homographs
- alphabetize a series of words to the third letter
- read and spell the Tricky Words *Williamsburg*, *Virginia*, *Massachusetts*, *immediately*, and *gone*
- read and spell the high-frequency words *father*, *own*, *open*, *along*, *plant*, *last*, *only*, *young*, and *few*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words

- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 10

- read and spell multisyllabic words with the sound-spelling patterns 'eigh' and 'ough'
- read multisyllabic words with final stable syllables *-ble*, *-tle*, and *-gle*
- read abbreviations
- read and spell compound words
- read and spell words with affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms
- read and spell the Tricky Words *brilliant*, *journey*, *technique*, *rhythm*, *language*, *distinguishing*, *doubting*, *conquer*, *natural*, *rhythms*, *annual*, and *stomach*
- read and spell the high-frequency words *eight*, *school*, *enough*, *show*, *watch*, *song*, *almost*, and *list*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## Appendix C:

# Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one syllable word with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stom·ped*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

**Note:** The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in kindergarten.

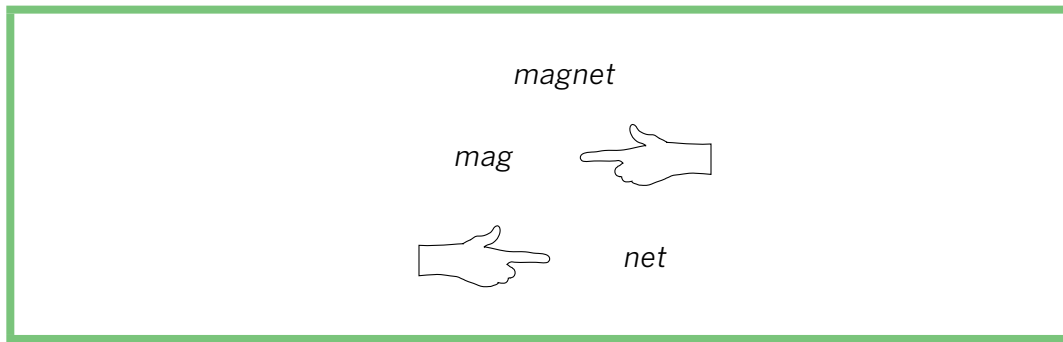
Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.  
*ad·mit                  nap·kin                  trum·pet*
- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.).  
*traff·ic                  muff·in                  happ·en*

- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon·ster      con·tract      pil·grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

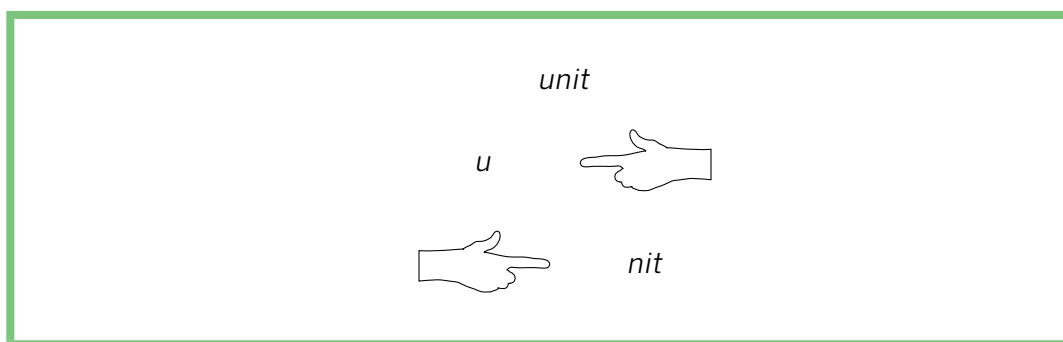


- In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.
  - Chunking these syllable types follows the same patterns for division as noted above for closed syllables:
- tar · get      for · get      es · cape      ig · loo      scoun · drel      char · coal*
- In Grades 2 and 3, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

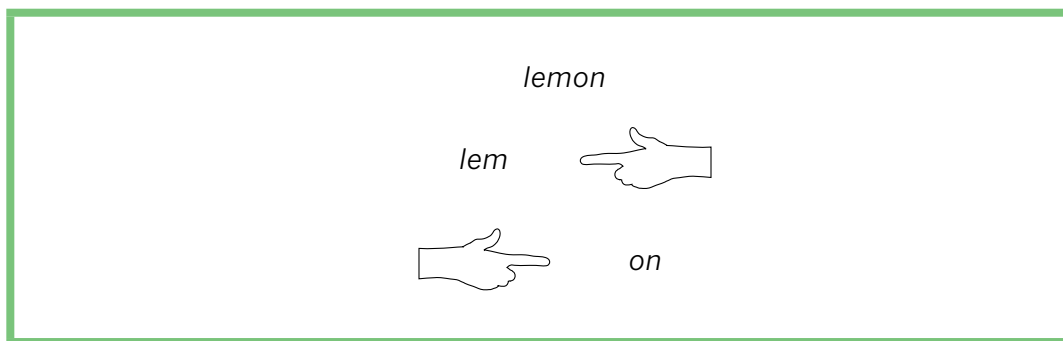
*pu · pil      vi · rus      mo · ment*



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. To recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

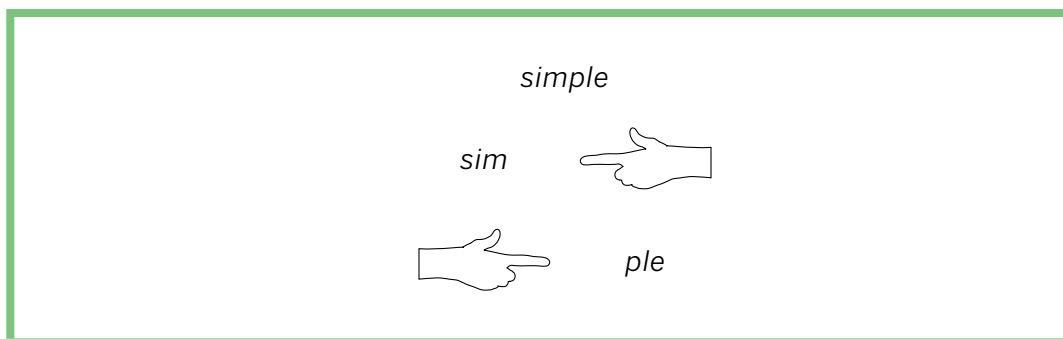
*cam · el*      *mel · on*      *pun · ish*



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words.

*ban · gle*   *twin · kle*      *sta · ble*      *cra · dle*      *tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include

'a', 'e', 'al', 'il', 'el', and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout      de · pos · it      med · al      e · vil      nick · el      lo · tion*

As noted earlier, the Consonant–LE Syllable is a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

*pre · tend      non · sense      tri · cycle      re · peat      self · ish      sad · ness      help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

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|                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:                                                                                                |                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
| TEKS 3.1.A                                                                                                                                                                                                                                                                                                                          | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                            | p. 7, p. 12, p. 19, p. 24, p. 29, p. 35, p. 49, p. 54, p. 59, p. 64, p. 69, p. 72, p. 75, p. 89, p. 95, p. 101, p. 107                                                                                                            |
| TEKS 3.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                                       | p. 7, p. 10, p. 12, p. 19, p. 22, p. 24, p. 29, p. 32, p. 41, p. 43, p. 49, p. 52, p. 59, p. 62, p. 81, p. 84, p. 85, p. 89, p. 92, p. 95, p. 101, p. 104, p. 107, p. 113, p. 116, p. 118, p. 123, p. 127, p. 133, p. 136, 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. 29, p. 35, p. 41, p. 46, p. 59, p. 64, p. 69, p. 75, p. 81, p. 85, p. 89, p. 95, p. 101, p. 107, p. 113, p. 118, p. 123, p. 128, p. 129, p. 133, p. 137, p. 141, p. 146                                                        |
| TEKS 3.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                                  | p. 101, p. 104                                                                                                                                                                                                                    |
| TEKS 3.1.E                                                                                                                                                                                                                                                                                                                          | develop social communication such as conversing politely in all situations                                                                                                             | p. 81, p. 85, p. 113, p. 118                                                                                                                                                                                                      |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: |                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
| (A) demonstrate and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
| TEKS 3.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding multisyllabic words with multiple sound-spelling patterns such as 'eigh,' 'ough,' and 'en;'                                                                                   |                                                                                                                                                                                                                                   |
| TEKS 3.2.A.ii                                                                                                                                                                                                                                                                                                                       | decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | p. 29, p. 32, p. 35, p. 41, p. 43, p. 49, p. 52, p. 59, p. 62, p. 64, p. 69, p. 70, p. 72, p. 75, p. 81, p. 84, p. 141, p. 144, p. 151, p. 154                                                                                    |
| TEKS 3.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding compound words, contractions, and abbreviations;                                                                                                                              | p. 7, p. 10, p. 12, p. 19, p. 22, p. 24, p. 141, p. 144, p. 151, p. 154                                                                                                                                                           |
| TEKS 3.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;                                                                          |                                                                                                                                                                                                                                   |
| TEKS 3.2.A.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of prefixes;                                                                                                                                            |                                                                                                                                                                                                                                   |
| TEKS 3.2.A.vi                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; and                     | p. 89, p. 92, p. 95, p. 101, p. 102, p. 104, p. 107, p. 113, p. 116, p. 123, p. 127, p. 129, p. 133, p. 136, p. 137, p. 141, p. 144, p. 151, p. 154                                                                               |
| TEKS 3.2.A.vii                                                                                                                                                                                                                                                                                                                      | identifying and reading high-frequency words from a research-based list;                                                                                                               | p. 7, p. 12, p. 19, p. 24, p. 35, p. 49, p. 54, p. 59, p. 64, p. 69, p. 75, p. 81, p. 85, p. 89, p. 95, p. 123, p. 129                                                                                                            |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
| TEKS 3.2.B.i                                                                                                                                                                                                                                                                                                                        | decoding words with short, long, or variant vowels, trigraphs and blends                                                                                                               | p. 29, p. 32, p. 35, p. 41, p. 43, p. 49, p. 52, p. 59, p. 62, p. 69, p. 70, p. 72, p. 81, p. 84, p. 141, p. 144, p. 151, p. 154                                                                                                  |
| TEKS 3.2.B.ii                                                                                                                                                                                                                                                                                                                       | decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;                                                                                                              |                                                                                                                                                                                                                                   |
| TEKS 3.2.B.iii                                                                                                                                                                                                                                                                                                                      | decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | p. 7, p. 10, p. 12, p. 19, p. 22, p. 141, p. 144, p. 151, p. 154                                                                                                                                                                  |
| TEKS 3.2.B.iv                                                                                                                                                                                                                                                                                                                       | decoding compound words, contractions, and common abbreviations                                                                                                                        |                                                                                                                                                                                                                                   |
| TEKS 3.2.B.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                                                                                             |                                                                                                                                                                                                                                   |

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| TEKS 3.2.B.vi                                                                                                                                                                                                                | decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> |                                                                                                                                                                                                                                                                          |
| TEKS 3.2.B.vii                                                                                                                                                                                                               | identifying and reading high-frequency words from a research-based list                                                                                                                                 | p. 89, p. 92, p. 95, p. 101, p. 102, p. 104, p. 113, p. 116, p. 123, p. 127, p. 133, p. 136, p. 137, p. 141, p. 144, p. 151, p. 154                                                                                                                                      |
| 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. 7, p. 10, p. 19, p. 22, p. 29, p. 32, p. 35, p. 41, p. 43, p. 49, p. 52, p. 59, p. 62, p. 69, p. 70, p. 72, p. 81, p. 84, p. 89, p. 92, p. 95, p. 101, p. 102, p. 104, p. 107, p. 113, p. 116, p. 123, p. 127, p. 133, p. 136, p. 137, p. 141, p. 144, p. 151, p. 154 |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:             |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| TEKS 3.3.A                                                                                                                                                                                                                   | use print or digital resources to determine meaning, syllabication, and pronunciation;                                                                                                                  | p. 49, p. 54, p. 59, p. 64                                                                                                                                                                                                                                               |
| TEKS 3.3.B                                                                                                                                                                                                                   | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;                                                                                       | p. 7, p. 12, p. 19, p. 24, p. 29, p. 49, p. 54, p. 69, p. 75, p. 89, p. 95, p. 101, p. 107, p. 123, p. 128, p. 129, p. 133, p. 137                                                                                                                                       |
| TEKS 3.3.C                                                                                                                                                                                                                   | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-full</i> ; and        | p. 89, p. 95, p. 101, p. 102, p. 107, p. 113, p. 116, p. 123, p. 127, p. 128, p. 129, p. 133, p. 13                                                                                                                                                                      |
| TEKS 3.3.D                                                                                                                                                                                                                   | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.                                                                                             |                                                                                                                                                                                                                                                                          |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:      |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| TEKS 3.4                                                                                                                                                                                                                     | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.                                                                                                                    | p. 41, p. 46, p. 81, p. 85, p. 113, p. 118, p. 141, p. 146                                                                                                                                                                                                               |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to: |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| TEKS 3.5                                                                                                                                                                                                                     | self-select text and read independently for a sustained period of time.                                                                                                                                 | p. 141, p. 144, p. 151, p. 156                                                                                                                                                                                                                                           |

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| (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. 11, p. 87, p. 119                                                             |
| ELPS 1.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;                                                             |                                                                                  |
| ELPS 1.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);            |                                                                                  |
| ELPS 1.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;                                                          | p. 32, p. 52, p. 62, p. 127, p. 143                                              |
| ELPS 1.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use accessible language and learn new and essential language in the process;                                                                                                                                                   |                                                                                  |
| ELPS 1.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;                                  |                                                                                  |
| ELPS 1.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | p. 74                                                                            |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: |                                                                                                                                                                                                                                |                                                                                  |
| ELPS 2.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | distinguish sounds and intonation patterns of English with increasing ease;                                                                                                                                                    | p. 11, p. 32, p. 52, p. 62, p. 74, p. 87, p. 119, p. 127, p. 135, p. 138, p. 143 |
| 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. 23                                                                            |
| ELPS 2.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interaction;                                                                                              |                                                                                  |
| 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. 135                                                                           |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 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                                                                                                                                                                  | p. 138        |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.                             |               |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: |                                                                                                                                                                                                                                                                                                             |               |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;                                                                                                    |               |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                             |               |
| 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. 55, p. 138 |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | share information in cooperative learning interactions;                                                                                                                                                                                                                                                     | p. 55         |
| 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;                                                                                                                                                                                                          |               |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

| Foundational Skills 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                    | 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.                                                                                                                                    |                              |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                    |                              |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;                                                         | p. 127                       |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | recognize directionality of English reading such as left to right and top to bottom;                                                                                                                                                                                                               |                              |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;                                                                                                                    |                              |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;                                                                                                                |                              |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;                                                                                                                                                            |                              |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;       | p. 15                        |
| 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. 26, p. 64, p. 130, p. 138 |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods;                                                                                                                                                                                                                           | p. 143, p. 156               |
| 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. 23, p. 96                 |
| 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 |                              |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

### Foundational Skills 6

### 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 grade-level needs                                                                               |        |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: |                                                                                                                                                                                                                                                                                                       |        |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | learn relationships between sounds and letters of the English language to represent sounds when writing in English;                                                                                                                                                                                   | p. 127 |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | write using newly acquired basic vocabulary and content-based grade-level vocabulary;                                                                                                                                                                                                                 | p. 116 |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;                                                                                                                                           |        |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;                                                                                                 |        |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly; |        |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and                                                                                                 |        |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.                                                                                                                                                              |        |

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