ENGLISH

K–3 Foundational Skills

GRADE 3 FOUNDATIONAL SKILLS UNIT 7

Teacher Guide

EDITION 1

Grade 3

Foundational Skills 7

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 7 OVERVIEW

This unit introduces and reviews several skills associated with sounds. It begins by introducing diphthongs, moves to homophones and homographs, and ends with using suffixes to determine meaning. Understanding these skills is important because they are very common in English and play a significant role in pronunciation and vocabulary development.

Students will be introduced to the diphthongs /aw/, /ou/, and /oi/. Learning diphthongs builds phonemic and phonological awareness.

Instruction on homophones and homographs develops accurate listening and reading skills, as they help students recognize and understand words that may be confusing due to their similar sounds or spellings. Students will identify, use, and explain the meaning of homographs, as well as practice spelling homophones.

Students learn suffixes, such as *–able* and *–ible*. Suffixes modify the meanings of base words; this knowledge is fundamental in word formation and vocabulary expansion, allowing for more precise language use and better comprehension of complex texts.

TRICKY SPELLINGS

As new spellings are introduced, complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called "tricky spellings." Earlier, in Unit 3, instruction focused on split digraphs or VCe spellings. In Unit 5, students build on this concept by examining how a consonant suffix, especially when attached to a base word that ends in silent 'e', changes the spelling of the base word. In Unit 7, student will continuing learning about how to spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants. Also in Unit 7, students will spell multisyllabic words with diphthongs.

TRICKY WORDS & HIGH-FREQUENCY WORDS

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

The Tricky Words taught in this unit are:

- Lesson 1 - *accidental*
- Lesson 2 - *breathe, patient, temperature*
- Lesson 5 - *ancient*
- Lesson 8 - *unusual*
- Lesson 12 - *patrolling*

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.

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.

The high-frequency words taught in this unit are:

- Lesson 1 - *hurt*
- Lesson 3 - *near*, *begin*
- Lesson 5 - *both*, *start*
- Lesson 6 - *above*
- Lesson 8 - *once*
- Lesson 10 - *example*

READER: EVERYDAY HEROES

The Unit 7 Reader highlights the unsung heroes in our communities—paramedics, firefighters, and police officers. It emphasizes that these everyday heroes don't wear capes but play crucial roles in keeping us safe. The first chapter, "Paramedics," traces the history of paramedics and their vital role in providing emergency medical care outside hospitals. It explores their use of advanced technology and the demanding life of a paramedic working 24–48-hour shifts. Chapter 2, "Firefighters," delves into the history of firefighting, emphasizing the dual role of many firefighters as trained paramedics. It discusses the evolution of firefighting technology, including thermal cameras, drones, and communication devices. The chapter also introduces wildland firefighters, who combat wildfires, showcasing the diverse and challenging tasks firefighters undertake. A day in the life of a firefighter, with its 24–48-hour shifts and rapid responses to emergencies, is highlighted. Chapter 3, "Police Officers," explores the historical development of police forces and their role in maintaining law and order. It emphasizes the multifaceted responsibilities of police officers, from community engagement to solving problems and promoting safety. The chapter provides insight into a day in the life of a police officer, including patrolling, community events, and rapid responses to calls for help.

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 7 ASSESSMENT

Formative Assessment and Additional Support

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

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

Student Performance Assessment

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

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

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:

- Speak and Spell
- Pattern Wrap Up
- Reading and Dictation

PAUSING POINT

An extensive listing of additional activities to teach and practice Unit 1 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 acceleration for individuals or groups of students in any areas in which they require supplementation based on the Student Performance Assessment.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. 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 7 introduction or directions in the Fluency Supplement for further guidance.

TEACHER RESOURCES

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

- Grade 3 Individual Code Chart
- Tricky Word Assessment (optional)
- Tricky Word List
- Additional Support Activity Pages
- Activity Book Answer Key
- Anecdotal Reading Record - Unit 7
- Grade 3 Foundational Skills Record
- Grade 3 Fluency Record
- Grade 3 End-of-Year Summary
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 3 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ADDITIONAL MATERIALS NEEDED IN UNIT 7

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 7. 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)
- colored markers (1)
- index cards (2)
- die (one per pair) (7)
- game piece (one per student) (7)
- counters (six per student) (9)
- eight pieces of blank paper (11)
- recreational reading options (14)
- stopwatch or clock (14)
- colored pencils (15)

LESSON

1

INTRODUCE

Diphthong /aw/ › aw, au

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

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

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

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

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

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

FORMATIVE ASSESSMENT

Activity Page 1.1 — **Introduce Diphthongs** */aw/* **>** *aw*, *au*
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 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Digraphs *au* and *aw*	Whole Group	5 min.	❑ Individual Code Chart ❑ Spelling Cards for /aw/> *au* (*Paul)* and *aw* (*paw)* ❑ Spell Words with Diphthong /aw/> *aw, au* (TR 1.1) ❑ Spell Words with Diphthong /aw/ > *aw, au* (Digital Component 1.1) ❑ colored markers
Identify and Color Code Spellings	Small Group	5 min.	❑ Activity Page 1.1 ❑ colored markers
Practice with Spelling Words with /aw/ Diphthongs	Independent	5 min.	❑ Activity Page 1.1 ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 1–7) ❑ Anecdotal Reading Record
Practice with Pattern Wrap-Up	Whole Group	5 min.	❑ *Everyday Heroes* (pp. 1–7) ❑ whiteboard or chart paper ❑ paper

ADVANCE PREPARATION

Foundational Skills

- Prepare to display Spell Words with Diphthong /aw/ > *aw, au*.

Digital Component 1.1

- Create an enlarged version of Spell Words with Diphthong /aw/ > *aw*, *au* (Digital Component 1.1) to display while explaining the rule for spelling words with the /aw/ sound, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading and using the Glossary to discover the pronunciation and definition of vocabulary words in bold.

Universal Access

- Consider providing images or objects to depict the words introduced as you explain the spelling rules for the digraphs *au* and *aw*. *(example words: lawn, shawl, astronaut, crawfish, faucet, August, launch, crawling, hawk).*
- Prepare a word bank of words with the *aw/au* spelling pattern *(lawn, shawl, astronaut, crawfish, faucet, August, launch, crawling, hawk)*.
- Prepare sentence frames to provide to students:
  - "My sentence has the *aw/au* word _____. It is spelled with aw or au because _____."
  - "First responders help us by _____."
- Prepare pictures that represent the words *accident*, *first responder*, *firefighter*, and *paramedic* to give context for the reading and the Tricky Words introduced

in the lesson.

Start Lesson

Lesson 1: Introduce Diphthong /aw/ › aw, au

Foundational Skills

15M

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a list of words with the *aw/au* spelling pattern (*lawn*, *shawl*, *astronaut*, *crawfish*, *faucet*, *August*, *launch*, *crawling*, *hawk*). Have students point to the words and echo read them after the teacher says each word.

Intermediate

Provide students with a list of words with the *aw/au* spelling pattern (*lawn*, *shawl*, *astronaut*, *crawfish*, *faucet*, *August*, *launch*, *crawling*, *hawk*). Have students write 3 or 4 sentences using the words from the word bank. Provide sentence frames: My sentence has the *aw/au* word _. It is spelled with *aw* or *au* because _. Ask students to read their sentences to the group.

Advanced/Advanced High

Have students write 3 or 4 sentences using the *aw/au* words. Ask students to read their sentences to the group.

ELPS 1.B; ELPS 3.A; ELPS 3.E; ELPS 5.C

Primary Focus

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

TEKS 3.1.B

Students will read and spell multisyllabic words with diphthongs.

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

INTRODUCE DIGRAPHS AU AND AW (5 MIN.)

- Ask students to turn to their elbow partner to answer the following question: What is one spelling pattern from the previous unit that you have practiced and can explain to a partner. Use the sentence stem, "In the previous unit, I learned . . ." to share your response.
- Allow each partner time to share.
- Direct students to identify /aw/ on their Individual Code Charts.
- Explain that two different spellings represent the sound /aw/: *aw* and *au*.
- Display Spelling Cards for /aw/> *au* (*Paul*) and *aw* (*paw*) and remind students that they can reference the Individual Code Chart for /aw/ sounds. Direct them to the two spellings of this /aw/ sound and read aloud each of the sample words: *Paul* and *paw*
- Remind students that when they see the letters *aw* or *au* they should recognize that these letters are working together as a digraph, or letter team, and say the sound /aw/.
- Explain that the digraphs *aw* and *au* represent a special kind of combined

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.

vowel sound called a diphthong.

- Display Spell Words with Diphthong /aw/ > *aw* and *au*, and review the rules for spelling words with the /aw/ sound. Explain that the /aw/ sound is usually spelled *au* when it shows up at the beginning or in the middle of a word or syllable. Point to the *au* in the middle of *Paul* and at the beginning of *author*.

Digital Component 1.1

- Explain that the /aw/ sound is usually spelled *aw* when it shows up at the end of a word or syllable. Point to the *aw* at the end of *paw* and at the end of the first syllable in *drawing*.
- Explain that the /aw/ sound can also be spelled *aw* when it is followed by the letters 'n' or 'l'. Point to the *aw* in *scrawny*.
- Ask students to turn to their partner. Explain they will use a sentence stem when deciding if words use the *au* or *aw* spelling.
- Write the following sentence frame on the board: "The word ___ has the ___ spelling pattern because ____."
- Say the following words: *flawless*, *sawdust*, *automatic*, *faulty.*
- Write the correct spelling on the board for each word for students to check their word.

IDENTIFY AND COLOR CODE SPELLINGS (5 MIN.)

- Ask students to open to Activity Page 1.1 and follow the directions.
- Point to the first word on the board, or write it on chart paper: *crawling*.
- Model for students how to divide the word into syllables, and circle the spelling for the /aw/ sound with a marker: the *aw* in *crawl*/ing.
- Ask a volunteer to read the word aloud.
- Ask: Why is the sound /aw/ spelled *aw* in this word? *(The sound /aw/ is followed by the letter 'l' at the end of the first syllable of the word.)*
- Direct students to repeat instructions. (divide syllables and circle the /aw/ sound). Then have students work together in pairs to follow the same process with the remaining three words on the activity page.

Activity Page 1.1

Challenge

Challenge students to identify words with /aw/ diphthongs that don't follow the rules introduced in the lesson and to brainstorm methods for determining whether they use the *aw* or *au* digraph.

PRACTICE WITH SPELLING WORDS WITH /AW/ DIPHTHONGS (5 MIN.)

- Have students turn to Activity Page 1.1 while you display the digital version.
- Ask students to point to the first word: *crawling*.
- Tell the students to divide the word into syllables. *(crawl/ing)*
- Ask: What digraph do you see in crawling? (*aw*)
- Ask students to circle the *aw* in the word *crawling*.
- Release students to independently complete the rest of the words in the table.
- Then read the directions to the next section: Write each word your teacher says. Divide the syllables in each word. Circle the *aw* or *au* digraph. Write neatly in cursive.
- Say the following words: *tawny, saunter, crawfish, causeway, lawful*
- Then, ask students to write two sentences using the words you just read.
- Direct students to divide the syllables, then circle the *au* or *aw* digraph in each word.
- Remind students to write neatly in cursive and to use proper grammar and sentence structures.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback on cursive formation.
- Offer feedback such as:
  - "Focus on keeping your letters of uniform size and proportion."
  - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."

Activity Page 1.1: Spelling Words with /aw/ Diphthongs

Collect Activity Page 1.1 and assess students' ability to identify whether words with the /aw/ sound use the spelling *aw* or *au*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 1: Introduce Diphthong /aw/ › *aw, au*

Reading

15M

Primary Focus

- Students will read Chapter 1 of *Everyday Heroes* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read multisyllabic words with diphthongs. **TEKS 3.2.A.ii**
- Students will read and pronounce the Tricky Word *accidental* and high-frequency word *hurt*. **TEKS 3.2.A.vii**
- Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**
- Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

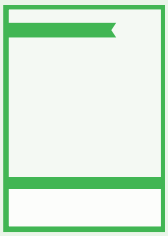
READ EVERYDAY HEROES (10 MIN.)

- Ask students to turn to their partner to answer the following question: "In the previous unit, you read *To the Stars: Lily Explores Space.* What types of jobs could someone have that involves space?" *(astronaut, astronomer, professor, scientist, engineer)* Offer students the sentence frame: A job that involves space exploring is _____ and this is how it involves space_____.
- Explain that today, students will start reading with a new Reader, *Everyday Heroes*, "Introduction" and Chapter 1 "Paramedics," starting on page 1. Tell students to listen for the other types of jobs someone can have while reading today.
- 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.

awful, adj., extremely disagreeable or unpleasant
Example: Rotten milk has an awful smell.

daunting, adj., tending to overwhelm or intimidate
Example: The idea of performing in front of a large audience felt daunting to Maria, but she overcame her fear and did a great job.

Reader



Pages 1–7

Challenge

Invite students to choose an everyday hero in their own lives and write a short text describing that hero, using as many words with the /aw/ sound spelled *aw* or *au* as they can.

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.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.

physical trauma, n., any serious injury to the body
Example: The patient had undergone physical trauma as a result of crashing his bike.

standard, adj., regularly and widely used or supplied
Example: Chalkboards are standard equipment in school classrooms.

- 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each.
- 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 "Introduction" and "Paramedics"

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	physical trauma	daunting standard	awful
Multiple-Meaning Words			
Sayings and Phrases			

- Remind students that most English words play by the rules, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules (i.e., words not pronounced and spelled as expected) are called "Tricky Words."
- Display the Tricky Word, read it, and use it aloud in a sentence: *accidental*.
- Point out which parts of the word are not regular and will either be taught later or simply must be remembered.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading/Viewing Closely

Beginning

Show students appropriate pictures that represent the words *accident*, *first responder*, *firefighter*, and *paramedic* to give context for the reading and the Tricky Words introduced in the lesson.

Intermediate

Lead students in a discussion about their experience with first responders: When have you seen a first responder? How do first responders help people like you? Make connections back to the text.

Advanced/Advanced High

Have students independently write responses to "How do first responders help people like you?" and then share with a partner. Provide a sentence frame: First responders help us by _____.

ELPS 4.F; ELPS 2.G

- Tricky Word: *accidental (explain that the first 'c' is pronounced /k/ and the second 'c' is pronounced /s/)*

- Invite students to share what they already know about the meaning of this word. Other forms of the word such as accident and accidentally may be easier for students to use in a sentence. If time, place students in small groups to answer this question. Assign each person in the group a role, (e.g., facilitator, note-taker, speaker) to ensure each person has an opportunity to contribute to learning.
- Ask students to predict what the Reader might be about based on the title and this tricky word.
- Explain that *Everyday Heroes* contains many high-frequency words. These are common words, so they will come across them often as they read, in both the Reader and in many different texts. Explain that learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson's high-frequency word: *hurt*.
- Focus on the word *hurt*. Underline the letters *ur*. Remind students that they may have learned this r-controlled syllable makes the /er/ sound.
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /h/ /er/ /t/. Clarify the meaning of *hurt* as needed. Invite students to turn to a partner and use the word in a sentence.
- Guide the class in reading the first part of Everyday Heroes, from "Do you know. . ." to ". . .became a reality." Model fluent reading when reading the first couple of sentences by emphasizing clear articulation and smooth phrasing, setting a benchmark for students to follow in their own reading practice. Then assign students to read aloud the other paragraphs to the class while their peers follow along.
- Model how to use context to determine the meaning of an unfamiliar word and to use the Glossary in the Reader to discover the pronunciation, part of speech, and definition of words in bold.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:

  1. **Literal:** What have you previously learned about first responders? *(Answers may vary, but should reflect understanding that first responders help others when in need.)*

2. **Inferential**: What can you infer about President Lyndon B. Johnson based on his actions after receiving the accident report? *(He wanted to do something to make a change and ensure more people got help. He was wise and thoughtful.)*
3. **Evaluative:** What did the report read by President Lyndon B. Johnson help him realize? *(It made him realize that too many people were dying each year from accidental injuries.)*

- Ensure students draw evidence from the text to support their responses. Provide students with the following prompts to support the discussion:
  - I learned that first responders. . .
  - Based on President Johnson's actions, I can infer that. . .
  - The report helped President Johnson realize. . .

Challenge

Invite students to choose an everyday hero in their own lives and write a short text describing that hero, using as many words with the /aw/ sound spelled *aw* or *au* as they can.

PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct students to go back into the Reader, *Everyday Heroes,* to search for and list on a piece of paper seven words with the /aw/ sound in those sections of the reader.
- Have students share the words and display them on the board or chart paper: *lawbreakers*, *because*, *automatically*, *awful*, *haunting*, *daunting*, *traumas*.
- Read each word aloud. Direct students to echo you.
- Ask students to circle the /aw/ diphthong in each word, and then explain how each word follows the spelling rules for the /aw/ diphthongs introduced in the lesson, or identify if the word is an exception to the rules.
- Write the following sentence frame on the board for students to use as they answer questions about spelling: "The word _____ follows the /aw/ spelling pattern because _____."
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.

Check for Understanding

As students identify words with /aw/ diphthongs, note if they are able to explain how each word follows one of the spelling rules introduced in the lesson. Pause to confer with students, reminding them of the rules they learned earlier in the lesson.

End Lesson

Lesson 1: Differentiated Instruction

Additional Support

MORE HELP WITH DIPHTHONG /AW/ › AW, AU

- Prompt students to participate in a scavenger hunt. Have students look through any print materials in the classroom to find words with aw or au. Then, direct students to sort the words by the two different spellings learned today *aw* and *au*.
- Personalize the content of the lesson by identifying and teaching words with the /aw/ that relate to students' interests and experiences.

LESSON

2

REVIEW

Diphthong /aw/ › aw, au

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Reading

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

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

Students will read and pronounce the Tricky Words *breathe, patient,* and *temperature.* **TEKS 3.2.A.vii**

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

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

FORMATIVE ASSESSMENT

Activity Page 2.1 — Speak and Spell
TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Digraphs *au* and *aw*	Whole Group	5 min.	❑ Spelling Cards for /aw/ > *au* (Paul) and *aw* (paw)
Practice with Speak and Spell	Independent	10 min.	❑ Activity Page 2.1 ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Partners	10 min.	❑ *Everyday Heroes* (pp. 8–13) ❑ Anecdotal Reading Record
Practice with Pattern Wrap-Up	Whole Group	5 min.	❑ chart paper or whiteboard ❑ paper ❑ *Everyday Heroes* (pp. 8–13)
Take-Home Material			
Practice with Diphthong /aw/ › *aw*, *au*			❑ Activity Page 2.2

ADVANCE PREPARATION

Note to Teacher

- Consider clarifying that not all /aw/ diphthongs follow the rules. For example, if the /aw/ diphthong comes at the very beginning of a word, it is usually spelled *au*, as in the case of *audio* or *auburn*, even if in these cases the diphthong is found at the end of the first syllable of the word. However, the word *awesome* uses the *aw* spelling, even though the /aw/ sound is in the middle of the first syllable.

Foundational Skills

- Prepare to display Spell Words with Diphthong /aw/> *aw*, *au*.
- Write the following words on index cards: *August, sprawling, haunted, lawbreaker, auburn*.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading and using the Glossary to discover the pronunciation and definition of vocabulary words in bold. Consider using sticky notes to mark this section.

Universal Access

- Provide images of the inside of an ambulance and of the different tools used by paramedics to facilitate student engagement with the text.
- Prepare sentence frames to provide to students:
  - I drew a picture for the word _____ by drawing _____.
  - In my picture, there is _____ [insert details].
  - I notice that. . .
  - In this picture, I see. . .
- Prepare a graphic organizer to support students in retelling the key details.

Start Lesson

Lesson 2: Review Diphthong /aw/ › aw, au

Foundational Skills

15M

Primary Focus: Students will read and spell multisyllabic words with diphthongs.

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

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning
Review *aw* and *au* spellings by providing words from the previous lesson (*scrawny, author, flawless, sawdust, automatic, faulty*). Draw pictures as a group for each of the words. Prompt students to provide detailed descriptions of their drawings, fostering expressive language skills. Provide sentence frames such as: I drew a picture for the word _____ by drawing _____.

Intermediate
Provide a list of *aw* and *au* words from the previous lesson (*scrawny, author, flawless, sawdust, automatic, faulty*) and have students draw a picture to go with each of the words. Have students describe their pictures to a partner. Encourage students to listen to the descriptions and then guess the words before revealing the drawings. Provide sentence frames such as: In my picture, there is _____ [insert details].

Advanced/Advanced High
Say these words out loud, *scrawny, author, flawless, sawdust, automatic, faulty*. Have students write the words and draw a picture next to each word that represents what the word means.

ELPS 2.G; ELPS 1.C; ELPS 3.H; ELPS 1.A

Activity Page 2.1

REVIEW DIGRAPHS AU AND AW (5 MIN.)

- Tell students that you will continue practicing with diphthong /aw/ sound today.
- Ask: What are the rules we learned yesterday for the two spellings of the /aw/ sound? Prompt students to reflect on the question individually. Then, allow students to consider the question with their partner before sharing and discussing as a class. (*If the /aw/ sound comes at the beginning or middle of a word or syllable, it is usually spelled* au. *If it comes at the end of a word or syllable, it is usually spelled* aw, *or when followed by an 'l' or 'n'.)*
- Display Spelling Card for /aw/> *au* (*Paul*) and *aw* (paw) and remind students that they can reference the Individual Code Chart for /aw/ sounds.
- Ask for student volunteers to read aloud the words that were provided in the previous lesson (*scrawny, author, flawless, sawdust, automatic, faulty*).
- Ask students, "Why does the word *sawdust* use the spelling *aw*?" (*The sound /aw/ comes at the end of the first syllable,* saw.)
- Ask students, "Why does the word *faulty* use the spelling *au*?" *(The sound /au/ is in the middle of the first syllable, faul.)*

PRACTICE WITH SPEAK AND SPELL (10 MIN.)

- Have students open to Activity Page 2.1. Gather the prepared index cards.
- Instruct students to listen carefully for the syllables and sounds as you say a word.
- Say aloud the word on the first card for students to hear: *August*.
- Repeat the word *August*. Orally stretch the sounds or chunk the syllables.
- Instruct students to say the word aloud and clap the syllables as they say it.
- Demonstrate on the board how to move the word parts to their appropriate syllable boxes on the activity page.
- Instruct students to do the same with each word they will hear, writing its syllables in the boxes on Activity Page 2.1. Direct students to then say the word and clap the syllables themselves.
- Repeat the process with each word: *sprawling, haunted, lawbreaker, auburn*.
- Review the answers with the class. Have students circle the /aw/ diphthong in each word.

- Direct students to the blank lines on Activity Page 2.1. Explain that they will listen as you say a sentence once, then listen again and write the sentence in cursive. Remind students to leave spaces between words. Remind students to use proper grammar and sentence structures.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and correct feedback such as, "Ensure that your letters are properly spaced and don't run into each other." Provide corrective feedback on grammar and sentence structure.
  - The hawk launched into the sky.
  - The automatic lawn mower saved me lots of time.
- Read the directions for the Challenge section: Generate two additional words that follow the *aw/au* spelling pattern. .

Challenge

Invite students to write sentences incorporating words with the /aw/ sound, to read them aloud with a partner, and to have their partner identify whether they used the *aw* or *au* spelling.

Activity Page 2.1: Speak and Spell

Collect Activity Page 2.1 and assess students' ability to spell words with the /aw/ diphthong. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 2: Review Diphthong /aw/ › aw, au

Reading

15M

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

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

Students will read and pronounce the Tricky Words *breathe, patient,* and *temperature.* **TEKS 3.2.A.vii**

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

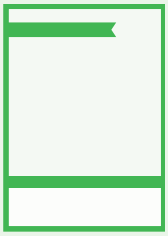
Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**

TEKS 3.1.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; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

READ EVERYDAY HEROES (10 MIN.)

- Ask students to turn to their partner to discuss what they read yesterday. Ask students to use the sentence stems "I remember. . .", "I notice. . .", and "I wonder. . ." when discussing.
- Explain that today, students will continue reading in the Reader, *Everyday Heroes*, Chapter 1 "Paramedics," starting on page 8.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

Reader



Pages 8–13

awe-inspiring, adj., something that fills one with wonder or amazement (it inspires a feeling of awe)
Example: The runner was in last place but made an awe-inspiring comeback and managed to win the race.

defibrillators, n., devices that apply an electric charge or current to the heart to make it beat normally
Example: Paramedics, doctors, and other medical professionals save lives daily with defibrillators.

Emergency Communication System (ECS), n., a system that first responders use to communicate with medical staff during an emergency
Example: The paramedic used the Emergency Communication System to let the emergency room staff know how his patient was doing while on the way to the hospital.

flawless, adj., having no defects or imperfections; perfect
Example: The first responders arrived on the scene, acting quickly and efficiently; their response was flawless.

Global Positioning System (GPS), n., a system of satellites that share information about where things are on the Earth
Example: People use Global Positioning Systems every day when looking up directions to a location.

vital, adj., of utmost or top importance
Example: Sleep is vital for good overall health.

- 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each.

- 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 "Paramedics"			
Type	**Tier 3** **Unit-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday Speech Words**
Vocabulary	defibrillator Emergency Communication System (ECS) Global Positioning System (GPS)	awe-inspiring flawless vital	
Multiple-Meaning Words			
Sayings and Phrases			

- Display the Tricky Words and ask if any students recognize the words and would like to try to pronounce them:
  - *breathe*
  - *patient*
  - *temperature*
- Read each word and use it aloud in a sentence.
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *breathe (explain that the /*th*/ is a soft, unvoiced /*th*/, not a voiced /*th*/ as in the word 'that')*
  - Tricky Word: *patient (explain that the* 'ti' *is pronounced /*sh*/)*
  - Tricky Word: *temperature (explain that the final* 't' *is pronounced /*ch*/ and the final* 'ure' *is pronounced /*er*/)*
- Invite students to share what they already know about the meanings of these words.
- Pair students with Reading Partners and tell them they will read from "Hospitals on Wheels" (pg. 8) to ". . . communication have become" (pg. 13).

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading
Reading/Viewing Closely

Beginning

In pairs, have students discuss what they read using the sentence frames: "I notice that. . ." or "In this picture, I see. . ." Have students use a graphic organizer to retell the key details.

Intermediate

Have students preview the Reader images in *Everyday Heroes* and create a bank of words. Lead students in a discussion: "Why is it important for paramedics to be responsible citizens?" Provide sentence frames such as: It is important for paramedics to be responsible citizens because _____.

Advanced/Advanced High

Have students independently write responses to "What are the daily responsibilities of a paramedic? What are some important tools for a paramedic to use?" and then share with a partner.

ELPS 4.F; ELPS 4.D; ELPS 3.D

- Model fluent reading for the first couple of sentences, then have students take turns reading paragraphs with their partners.
- Model how to use context to determine the meaning of unfamiliar words, and to use the Glossary in the Reader to discover the pronunciation and definition of words in bold.
- Choose strategic prompts to check for comprehension. Ask students to retell the key points from their partner conversation and present a clear and concise response when sharing with the class. When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Example prompts include:

1. **Literal:** In what way are Ambulances like "hospitals on wheels"? *(Ambulances carry tools that are used at a hospital like a defibrillator, oxygen, and splints.)*
2. **Literal:** What are some examples of advanced technology that paramedics use today? *(defibrillator, oxygen tanks, splints)*
3. **Evaluative:** Why is it important that paramedics and hospital staff work as a team? *(This teamwork and constant communication during emergencies let the paramedics and medical staff help the patient quickly.)*
4. **Evaluative:** How has the Emergency Communication System changed over the years? *(In the 1960s, they used radios. Now they can use GPS to track the patient and ambulance in emergency situations.)*
5. **Inferential:** What can the reader conclude about the use of GPS for paramedics and hospital staff? *(It helps ambulance drivers find the fastest routes to the hospital and it allows the medical team at the hospital to be prepared and track any incoming patients.)*

   - Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence frames:
   - I read _____ in the text, so _____.
   - Based on paragraph _____, I know _____.
   - The reader can conclude that...
   - Some examples of the advanced technology used today are...
   - Ambulances are like "hospitals on wheels" because...
   - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, "Remember to while reading to slow down at important parts and read at an appropriate rate," or "Nice job using text evidence to help answer strategic prompts."

PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper the five words with /aw/ sounds in the section of the Reader that they just read.
- Have students share the words and display words on the board or chart paper: *awe-inspiring*, *flawless*, *audio*, *pause*, *awesome*.
- Read each word aloud. Direct students to echo you.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any word students may not understand the meaning of.
- Provide the following sentence frames for students:
  - The word ___ has the ___ spelling pattern because ____.
  - The word ____ is an exception to the rule because ____.

Check for Understanding

As students read aloud, listen for all aspects of fluency. Note if they are employing context to identify the meaning of unfamiliar words. Check to see that students can identify the places in the text that inform their answers to the comprehension questions.

As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback.

End Lesson

Lesson 2: Review Diphthong /aw/ › aw, au

Take-Home Material

- Have students take home Activity Page 2.2 for more practice with diphthong /aw/ 'au' and 'aw'.

Activity Page 2.2

Lesson 2: Differentiated Instruction

Additional Support

MORE HELP WITH DIPHTHONG /AW/ › AW, AU

- Consider having students work in pairs to create words with /aw/ diphthongs by combining flashcards with au and aw and flashcards depicting consonants and consonant digraphs.

LESSON

3

INTRODUCE

Diphthong /ou/ › ow, ou

PRIMARY FOCUS OF LESSON

Foundational Skills

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

TEKS 3.1.B

Students will read and spell multisyllabic words with diphthongs.

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

Reading

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

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

Students will read and pronounce the high-frequency words near and begin.

TEKS 3.2.A.ii

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

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

FORMATIVE ASSESSMENT

Activity Page 3.1 — **Introduce Diphthong /ou/ › *ow*, *ou***

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

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 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Digraphs *ou* and *ow*	Whole Group	3 min.	❏ Individual Code Chart ❏ Spelling Cards for /ou/> *ou* (*shout*) /ou/> *ow* (*now*) ❏ Spell Words with Diphthong /ou/ > *ou, ow* (TR 3.1) ❏ Spell Words with Diphthong /ou/ > *ou, ow* (Digital Component 3.1)
Practice Color Coding /ou/ Diphthongs	Independent	5 min.	❏ Activity Page 3.1 ❏ colored markers
Practice Spelling with Mystery Words	Independent	7 min.	❏ Activity Page 3.1 ❏ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❏ *Everyday Heroes* (pp. 14–19) ❏ Anecdotal Reading Record
Practice with Pattern Wrap Up	Whole Group	5 min.	❏ whiteboard or chart paper ❏ paper ❏ *Everyday Heroes* (pp. 14–19)

ADVANCE PREPARATION

Foundational Skills

- Prepare to display Spell Words with Diphthong /ou/> *ou, ow.*

Digital Component 3.1

- Create an enlarged version of Spell Words with Diphthong /ou/> *ou*, *ow* to display while explaining the rule for spelling words with the /ou/ sound, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading, using context to determine the meaning of an unfamiliar. Preview the Glossary to discover the pronunciation and definition of vocabulary words in bold. Consider using sticky notes to mark this section for vocabulary.
- Prepare to divide students into small groups of three or four to read the text.

Universal Access

- Consider providing images to depict the words with the /ou/ sound reviewed throughout the lesson: *shout*, *outburst*, *now*, *meow*, *downfall*, *outcome*, *countless*, *doubtful.*
- Prepare sentence stems to provide to students:
  - This image matches the word _____.
  - I think people work as paramedics because _____.
- For additional support with diphthong /ou/ > *ow*, *ou*, provide students with a blank piece of paper for each student to make a t-chart.
- Prepare a Spelling Tree outline for Emergent Bilingual Students. This tree will be for /ou/ sound.

Lesson 3: Introduce Diphthong /ou/ > ow, ou

Foundational Skills

15M

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

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

INTRODUCE DIGRAPHS OU AND OW (3 MIN.)

- Display the Spelling Cards for /ou/ and direct students to identify /ou/ on their Individual Code Charts.
- Direct them to outline the two spellings of this sound and read aloud each of the sample words.
- Explain that two different spellings represent the sound /ow/: *ou* and *ow*.
- Remind students that /ou/ is another example of a combined vowel sound called a diphthong.
- Display the Digital Component for Spell Words with Diphthong /ou/ > *ou*, *ow* and review the rules for spelling words with the /ou/ sound:

Digital Component 3.1

- Explain that the spelling rule for the /ou/ sound is very similar to the rule for the /aw/ sound. When you hear the /ow/ sound at the beginning or in the middle of a syllable, it is usually spelled *ou*. Point to the *ou* in *shout* and *outburst*.
- Explain that when you hear the /ow/ sound at the end of a syllable, it is usually spelled *ow*. Point to the *ow* in *now* and *meow*.
- Explain that /ou/ sound can also be spelled *ow* when it is followed by 'l' or 'n.' Point to the *ow* in *frown* and *prowling*.
- Say aloud the following words and ask students to identify whether they use the spelling *ow* or *ou*: *downfall, outcome, countless, doubtful.*

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.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning

Provide students with a Spelling Tree and fill it out as a small group. At the trunk of the Spelling Tree have /ou/. Brainstorm words that could branch off *ou* and *ow*.

Intermediate

Provide students with a blank Spelling Tree. Have students work with a partner. At the trunk of the Spelling Tree have /ou/. Brainstorm and discuss words that could branch off *ou* and *ow* to be sure they are correct before writing them down.

Advanced/Advanced High

Provide students with a blank Spelling Tree. Have students independently work on filling out the spelling tree. At the trunk of the Spelling Tree have /ou/. Have students fill in the correct branches with different words that use /ou/ spelling. Then have students share and compare their Spelling Trees with a partner. Students should read their partner's words aloud and then discuss the words they each chose.
ELPS 1.C; ELPS 1.E

- Write the correct spelling on the board in cursive for each word and model letter formations. Underline the /ou/ sound.

PRACTICE COLOR CODING /OU/ DIPHTHONGS (5 MIN.)

Activity Page 3.1

- Ask students to open to Activity Page 3.1 and follow the directions.
- Point to the first word: *howling*.
- Model for students how to divide up the syllables and scoop the spelling for the /ou/ sound with a marker: the *ow* in *howl/ing*.
- Ask a volunteer to read the word aloud.
- Ask: Why is the sound /ou/ spelled *ow* in this word? (Ow *is followed by the letter 'l'.)*
- Have students restate the steps for this activity orally and then direct students to follow the same process with the remaining three words on the activity page.
- Write a sentence using one of the *ou* diphthong words from above the previous chart: *howling, coward, profound, surround.*
- Remind students to write neatly in cursive and put spaces between words.
- Next section of the activity is called Mystery Words. Have students look at the picture and write the /ou/ word that matches the picture.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback. Guide students to maintain proper letter alignment, ensuring that letters sit on the baseline consistently.

Challenge

Invite students to create their own Mystery Words that have the /ou/ sound and to exchange them with a partner.

PRACTICE SPELLING WITH MYSTERY WORDS (7 MIN.)

- Direct students to numbers 5–9 of Activity Page 3.1.
- Explain that they will complete the mystery words by adding either *ou* or *ow*, using the image next to each word as a guide.
- Model how to complete the first mystery word. Listen for the /ou/ sound. Clap the syllables in *mousetrap*. Point out that the /ou/ sound is heard in the first syllable.
- Ask: Is the /ou/ sound located at the beginning, middle, or end of the syllable? (*It's in the middle of the syllable.)*
- Ask: So what spelling should it have? (*ou)*
- Write *ou* in the blank space for number 5.

- Direct students to follow the same process with the remaining four words on the activity page. Invite them to work with elbow partners.

Activity Page 3.1: Mystery Words

Collect Activity Page 3.1 and assess students' ability to identify whether words with the /ou/ sound use the spelling *ow* or *ou*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 3: Introduce Diphthong /ou/ > ow, ou

Reading

15M

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

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

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

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

READ EVERYDAY HEROES (10 MIN.)

- Before reading, have students Think-Pair-Share to paraphrase what they have learned about in the text *Everyday Heroes* so far. Also, have students reflect on today's title "The Life of a Paramedic". Have them discuss what the chapter might talk about and what they know about paramedics.
- Divide students into small groups of three or four and explain that they will read the next section of their Reader, *Everyday Heroes*. Guide the class in reading from "The Life of a Paramedic" (pg. 14) to "...their challenging work" (pg. 19).
- 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.

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading
Reading Closely

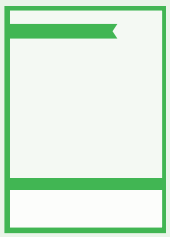
Beginning
Walk through the images in *Everyday Heroes* "The Life of a Paramedic." Point to and say key words, such as *shifts, emergencies, ambulance,* and *surroundings*. Then ask students if any of the images match those keywords.

Intermediate
Walk through the images in the text. Say a keyword and have students point to the picture. Then have them write the word and use it in a sentence. Have students read their sentence aloud to a partner.

Advanced/Advanced High
Help students make inferences about the content of the reading: "Why do you think people work as paramedics?" "Do you notice anything that would be difficult for paramedics?" Have students discuss their answers in small groups. Encourage students to listen to others' responses and build on their ideas. Provide sentence stems such as: I think people work as paramedics because _____.

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

Reader



Pages 14–18

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

assess, v., to form an opinion about the importance, ability, or value of
Example: When the paramedics arrive at the scene, they assess the situation before taking action.

overtime, n., time spent working beyond a set limit
Example: Many first responders are tasked to work overtime.

shift

1. n., a scheduled period of work
Example: The first responders' shift started at 9:00 am and ended at 5:00 am.
2. v., to change gears in a vehicle or to move
Example: I was standing at the bus stop so long that I had to shift my backpack from one shoulder to the other several times.

stable, adj., strong and secure
Example: The paramedic made sure the patient was stable on the way to the hospital in the ambulance.

surroundings, n., the objects and conditions around a thing or person
Example: First responders like to be aware of their surroundings to best serve the community.

- Conduct a brief discussion about the different words and phrases 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *shift* 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 "Paramedics"			
Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		assess overtime stable surroundings	
Multiple-Meaning Words		shift	
Sayings and Phrases			

- Display this lesson's high-frequency words: *near* and *begin*.
- Focus on the word one syllable word *near*. Have students discuss with a partner anything they notice about the word. Blend sounds aloud as you run your fingers under the word: /n/ /ea/ /r/. Clarify the meaning of *near* as needed. Invite students to turn to a partner and use the word in a sentence.
- Focus on the word two syllable word *begin*. Have students discuss with a partner anything they notice about the word. Blend sounds aloud as you run your fingers under the word: /b/ /ee/ /g/ /i/ /n/. Clarify the meaning of *begin* as needed. Invite students to turn to a partner and use the word in a sentence.
- Model fluent reading for a sentence or two, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.
- Then have students read aloud the other paragraphs to the class.
- As you read, model with the word *stable* (sticky note marking page 16) how to use context to determine the meaning of an unfamiliar word and to use the in the Reader to discover the pronunciation, part of speech, and definition of words in bold.
- When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Use strategic prompts to check for comprehension, as well as to check for their ability to use context to determine the meaning of unfamiliar words. Example prompts include:

  1. **Evaluative:** Evaluate the effectiveness of paramedics working overtime on weekends and overnight. How does this help the community?

(because emergencies can happen at anytime so you need to have people ready at any hour)

2. **Inferential:** What can the reader conclude about a paramedic's shift, what words would you use to describe this type of job? *(demanding and quick-paced)*
3. **Literal:** What do paramedics do when they receive a 911 call? *(Paramedics quickly drive to the scene and assess their surroundings. Then they use their skills to treat the patient, and then if needed, go to the hospital as quickly as possible.)*
4. **Evaluative:** Analyze why the first ten minutes after an accident are the most important? *(it is the moment when the first responders assess the situation and come up with a plan of action using their skills)*

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence frames:
  - I read _____ in the text, so _____.
  - Based on paragraph _____, I know _____.
  - The reader can conclude that . . . .
  - I believe that the first ten minutes are important because . . .
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, "Remember to adjust your pitch to emphasize important words," or "Excellent job pausing between paragraphs, that shows an understanding of the text structure."

PRACTICE WITH PATTERN WRAP-UP (5 MIN.)

- Direct students to search for and list on a piece of paper ten words with */ou/* sounds in the section of the Reader that they just read.
- Have students share the words and display them on the board or chart paper: *hour, around, shower, outside, house, how, surroundings, powerful, without, our*.
- Ask students to identify how each word follows the spelling rules for the /ou/ diphthong, or identify if it is an exception to the rules.
- Read each word aloud. Direct students to echo you.

- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.

Check for Understanding

Have students look at this sentence with */ou/* sounds and turn and talk about the spelling rules for */ou/*.

Are you proud of the loud clown running around the outside of the town?

As students identify words with /ou/ diphthongs and explain the spelling rules they follow, note students who need additional help. Pause to confer with students, reminding them of the rules they learned earlier in the lesson.

End Lesson

Lesson 3: Differentiated Instruction

Additional Support

MORE HELP WITH DIPHTHONG /OU/ › OW, OU

- Consider reviewing basic code spellings for monosyllabic words with the /ou/ diphthong. Give students a blank piece of paper and have them make a T-chart on the paper. Label one side /ou/ and the other side /ow/. Read out the words and have them write the word under the correct letter spelling side. *(shout, now, how, loud)*

- For the /ou/ diphthong, it is important for learners to recognize that it is neither a long nor short sound. Reiterate the point from the lesson that when you hear the /ou/ sound at the beginning or in the middle of a syllable, it is usually spelled *ou*. When you hear the /ou/ sound at the end of a syllable, it is usually spelled *ow*. Look through the following word: *shout*, *now*, *how*, *outloud*, *surrounding*.

LESSON

4

REVIEW

Diphthong /ou/ › ow, ou

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaborate with others to read and spell multisyllabic words with diphthongs.

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

Reading

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

TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 4.1

Speak and Spell

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

TEKS 3.1.D Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Digraphs *ou* and *ow*	Whole Group	10 min.	❏ Individual Code Chart ❏ Spelling Cards for /ou/> *ou* (*shout*) /ou/> *ow* (*now*)
Practice with Speak and Spell	Independent	10 min.	❏ Activity Page 4.1 ❏ index cards ❏ colored markers ❏ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❏ *Everyday Heroes* (pp. 14–19) ❏ Anecdotal Reading Record
Take-Home Material			
Practice with Diphthong /ou/ › *ow*, *ou*			❏ Activity Page 4.2

ADVANCE PREPARATION

Note to Teacher

- Consider clarifying that not every multisyllabic word fits the spelling rules for /ow/ diphthongs, such as the word *cloudy* where the /ou/ sound is at the end of the first syllable, but is still spelled *ou*.

Foundational Skills

- Write the following words on index cards: *outcry, around, followers, downfall, bountiful*.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading, adjusting pitch to emphasize important words or ideas and using pauses to signal transitions between ideas or paragraphs. Consider using sticky notes to mark this section to mark vocabulary words and the Glossary.

Universal Access

- For Emergent Bilingual Students, write out the followings words on index cards: *shout, now, about, growling, downtown, account.*
- Prepare to provide blank index cards to students.
  - Prepare sentence frames to provide to students:
    I think the word _____ belongs in the group of _____ because _____.
  - I would categorize the word _____ under _____ based on _____.
  - Paramedics can. . .
  - Paramedics play a crucial role in. . .
- Provide alternatives to the Speak and Spell game, such as allowing students to work independently or in pairs at their desks to create words with /ou/ diphthongs using flashcards.
- For additional support with /ou/ > *ow*, *ou*, prepare to move students into small groups. Prepare to distribute one set of cards from the Speak and Spell cards per group.

Lesson 4: Review Diphthong /ou/ › ow, ou

Foundational Skills

20M

Primary Focus: Students will collaborate with others to read and spell multisyllabic words with diphthongs.

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

REVIEW DIGRAPHS OU AND OW (10 MIN.)

- Tell students that you will continue practicing with diphthongs /ou/ sound today.
- Display the Spelling Cards for /ou/ and direct students to identify /ou/ on their Individual Code Charts.
- Define the words and use them in a sentence as needed.
- Recall and discuss the spelling rules learned in the previous lesson for the ou diphthong. Remind students of the spelling rules learned in the previous lesson for the *ou* diphthong: When you hear the /ow/ sound at the beginning or in the middle of a syllable, it is usually spelled *ou*. When you hear the /ow/ sound at the end of a syllable, it is usually spelled *ow* or when followed by the letters 'l' or 'n'.
- Ask students: "Why is the /ou/ sound spelled ou in the word ousted?" *(The /ou/ sound is at the beginning of the first syllable of the word.)*
- Ask students: "Why is the /ou/ sound spelled ow in the word crowded?"*(The /ou/ sound is at the end of the first syllable of the word.)*
- Write these two words on the board and ask students to read them in unison, clapping the syllables: *surrounding* and *disallow*.
- Ask students to listen and look for the /ou/ syllable in each of the words and identify which syllable contains that sound.
- Have students work together in small groups and discuss why the /ou/ sound is spelled *ou* in the word *surrounding*. *(The /ou/ sound is at the beginning of the second syllable of the word.)*

Support

For students who need additional support with /ou/ multisyllable words clap the syllables for the words *farmhouse* and *airpower*, prompting students to echo the clapping and pronunciation. Write these words on the board and circle the /ou/ sound.

Challenge

Encourage students to create a word search game using the words from this lesson. Allow them to swap their games with a partner and find the hidden words.

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning

Have students work with a partner on a Word Sort with index cards. Have them sort between *ou* and *ow* words. Sample card: /ou/ *shout*, /ou/ *now, about, growling, downtown, recount*. Have students read the word aloud and put the card in the correct column.

Intermediate

After students have read the word, *shout*, help them explain which group to put the word in. Use sentence frame: "I think the word _____ belongs in the group of _____ because _____." Continue with these steps with these words: *now, about, growling, downtown, recount.*

Advanced/Advanced High

Ensure that students use complete sentences while discussing how to sort the following /ou/ words: *shout*, *now, about, growling, downtown, recount.* "I would categorize the word _____ under _____ based on _____." Also, have students continue their activity by thinking of more /ou/ words to add to the sorting. Encourage students to listen to others' responses and name other, additional /ou/ words.

ELPS 1.C; ELPS 2.B

- Next discuss why the /ou/ sound is spelled *ow* in the word *disallow*. (*The /ou/ sound is at the end of the third syllable of the word.*)
- Continue working together in your groups and come up with a list of words that have the *ow* spelling for the /ou/ sound and a list that has the *ou* spelling for the /ou/ sound. Have groups write the words on a whiteboard or paper. Circle the /ou/ sounds in the words. Have students discuss what they notice about the location of the /ou/ sounds.

PRACTICE WITH SPEAK AND SPELL (10 MIN.)

- Have students open to Activity Page 4.1. Gather the prepared index cards. You will say a word aloud. Students should say the word and break it up into syllables. Students will then write the word broken up into syllables on the chart. Circle the /ou/ sound in each word. Index card words: *outcry, around, showers, downfall, bountiful.*
- Instruct students to listen carefully for the syllables and sounds as you say a word.
- Say aloud the word on the first card for students to hear: *outcry*.
- Repeat the word *outcry*. Orally stretch the sounds or chunk the syllables.
- Instruct students to say the word aloud and clap the syllables as they say it.
- Demonstrate on the board how to move the word parts to their appropriate syllable boxes on the activity sheet.
- Instruct students to do the same with each word they will hear, writing its syllables in the boxes on Activity Page 4.1. Direct students to then say the word and clap the syllables themselves.
- Repeat the process with each word: *around, showers, downfall, bountiful*.
- Direct students to circle the *ou* diphthong in each word.
- After going through all the words, have students write a sentence using one of the words from the chart above. Remind students to write neatly in cursive and put spaces between words.

Activity 4.1: Speak and Spell

Collect Activity Page 4.1 and assess students' ability to spell words with the *ou* diphthong. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 4.1

Lesson 4: Review Diphthong /ou/ › *ow, ou*

Reading

10M

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

READ EVERYDAY HEROES

- Before reading, have students discuss with a turn and talk partner about what they remember reading from the previous lesson. Students should utilize the sentence stems: "Paramedics can. . .", "Paramedics have. . .", and "Paramedics are. . ."
- Explain that students will reread the previous section of their Reader, *Everyday Heroes.* 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).
- Review 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.

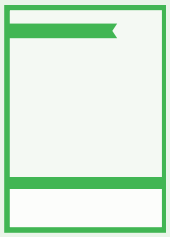
assess, v., to form an opinion about the importance, ability, or value of
Example: When the paramedics arrive at the scene, they assess the situation before taking action.

overtime, n., time spent working beyond a set limit
Example: Many first responders are tasked to work overtime.

shift

1. n., a scheduled period of work
Example: The first responders' shift started at 9:00 am and ended at 5:00 am.

Reader



Pages 14—19

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.

2. v., to change gears in a vehicle or to move
Example: I was standing at the bus stop so long that I had to shift my backpack from one shoulder to the other several times.

stable, adj., strong and secure
Example: The paramedic made sure the patient was stable on the way to the hospital in the ambulance.

surroundings, n., the objects and conditions around a thing or person
Example: First responders like to be aware of their surroundings to best serve the community.

Vocabulary Chart for "Paramedics"

Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		assess overtime stable surroundings	
Multiple-Meaning Words		shift	
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. The multiple meanings of the word *shift* will be explored in depth during the close of the reading story. Briefly explain them as you preview the vocabulary chart.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.
- Direct students to reread from "The Life of a Paramedic" (pg. 14) to "...from each other" (pg. 16, first paragraph). Note that students will be rereading these pages so the vocabulary will be the same as the previous lesson, which means there will be no new Vocabulary Chart for this section.
- Instruct students to read silently as you read the passage aloud.

- Read a few sentences and model fluent reading for the students, using intonation and expression. Adjust your pitch to emphasize important words or ideas. This helps convey the meaning and emotion in the text. Use pauses to signal transitions between ideas. Pauses allow students to process information.
- Ask the students to use a marker or finger to follow along with the text as they read along with you.
- Guide students in speaking coherently and evaluating the fluency of the reading with the following prompts:
  - How was the pacing of the reading?
  - Did I read too quickly or slowly?
  - How can I adjust the pace to match the meaning of the text?
- Direct students to read through "...their challenging work" (pg. 18).
- Instruct all students to read aloud in unison and to focus on reading fluently.
- Guide students in evaluating the fluency of the reading with the following prompts:
  - How smooth did your reading sound?
  - Were there any parts that felt choppy or hesitant?
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, "Remember to adjust your pitch to emphasize important words," or "Great job pausing between paragraphs, that shows an understanding of the text structure."
- After rereading "The Life of a Paramedic," have students *Think-Pair-Share* and retell what the chapter talked about in logical order. Use words like *First...Next...Then...Last...* (First it talked about the paramedics being first responders in case of emergencies. Paramedics have many life saving skills and tools that they use to help in these emergencies.)

Check for Understanding

As you observe choral reading, note students who need additional practice in fluency, including accuracy, rate, and prosody, and consider meeting with them individually to better address gaps.

End Lesson

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading Closely

Beginning

Ask students questions using simple phrases to retell the text: "Do paramedics encounter diverse medical emergencies?" "Do paramedics collaborate with other medical professionals?" Have students answer all these questions in complete sentences using the information in the question. For example, "Yes, paramedics encounter diverse medical emergencies..."

Intermediate

Have students retell the text with a partner. Provide students with a specific sentence frame for retelling: "Paramedics can..." "Paramedics play a crucial role in..."

Advanced/Advanced High

In small groups, encourage students to answer and discuss the following questions, using text evidence, in complete sentences: "What diverse medical emergencies do paramedics encounter?" "Who do Paramedics collaborate with while working?"

ELPS 4.G; ELPS 4.I

Activity Page 4.2

Lesson 4: Review: Diphthong /ou/ > ow, o

Take-Home Material

- Have students take home Activity Page 4.2 for more practice with diphthong /ou/ ou and ow.

Lesson 4: Differentiated Instruction

Additional Support

MORE HELP WITH /OU/ › OW, OU

Mix and Mingle

- Move students into small groups.
- Have students open to Activity Page PP.1.
- Explain that students will play a game called Mix and Mingle to create as many words as they can that have *ou* diphthongs.
- Distribute one set of cards from the Mix and Mingle cards per small group.
- Direct small groups to move the cards around to create words with *ou* diphthongs. Once they've combined their flashcards to create a word, they must each individually write the word down on Activity Page PP.1. They will then repeat the process to create additional words.
- Model how to combine cards to create *pounded* with the cards *p*, *ou*, *n*, *d*, and *ed*.
- Remind students that in order for their word to count, it must be spelled correctly. Direct students to write words in cursive.
- Consider providing a list of sample words with /ou/ diphthongs for students to reference during the Mix and Mingle game such as *cloud*, *recount*, *mouth*, *couches*, *louder*, *scouting*, and *founded*.

LESSON

5

INTRODUCE

Diphthong /oi/ › oy, oi

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Reading

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

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

Students will read and pronounce Tricky Word *ancient* and high-frequency words *both* and *start*. **TEKS 3.2.A.vii**

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

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

FORMATIVE ASSESSMENT

Activity Page 5.1 — **Spell Words with *oi* Diphthongs**
TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D

TEKS 3.2.A Demonstrate and apply phonetic knowledge by; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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			
Introduce Digraphs *oy* and *oi*	Whole Group	10 min.	❑ Individual Code Chart ❑ Spell Words with Diphthong /oi/ > *oy, oi* (TR 5.1) ❑ index cards ❑ Spell Words with Diphthongs /oi/ > *oy, oi* (Digital Component 5.1) ❑ colored markers
Practice with Spelling Words with *oi* Diphthongs	Independent	5 min.	❑ Activity Page 5.1 ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 20–25) ❑ Anecdotal Reading Record
Practice with Pattern Wrap Up	Whole Group	5 min.	❑ *Everyday Heroes* ❑ whiteboard ❑ dry erase markers

ADVANCE PREPARATION

Note to Teacher

- Consider clarifying that not every multisyllabic word fits the spelling rules for the *oi* diphthong, such as words like *employed* or *deployed*, where the /oi/ sound falls in the middle of the syllable but is still spelled with *oy*.

Foundational Skills

- Prepare two index cards for each student to use as you explain the spelling rules for words with the /oi/ sound.

Digital Component 5.1

- Create an enlarged version of Spell Words with Diphthong */oi/> oy, oi*, or prepare to display.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading with intentional pacing. Consider using sticky notes to mark this section, the first paragraph on page 20. This paragraph will be used as an example for practicing fluency.

Universal Access

- Consider providing visual representations of the words with *oi* digraphs reviewed throughout the lesson: *oil, toy, destroying, deploy, enjoyment, ointment, choices, royal, pointy.*
- Prepare visuals of paramedics and firefighters throughout the years.
- Prepare a graphic organizer for students to write a list of words and sentences to go along with each word.
- Prepare sentence stems to provide to students:
  - Paramedics and firefighters _____ in the community.
  - These roles are the same because they both _____.
  - These roles are different because _____.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning

Have students listen closely to a list of words, if they hear /oi/ have them give a thumbs up. If they do not hear an /oi/ in the word, have them give a thumbs down. Words: *outcome, deploy, clouded, doubtful, downfall, enjoyment, choices, royal.*

Intermediate

Incorporate a multisensory approach by using different gestures or movements to represent each of the /oi/ sounds by acting out the words. Have students use correct pronunciation of each word: *deploy, enjoyment, ointment, choices, royal, pointy.*

Advanced/ Advanced High

Have students correctly pronounce and write out each word: *deploy, enjoyment, ointment, choices, royal, pointy* on a graphic organizer. Have students write a sentence using the word. and then trade sentences with a partner. Encourage students to read their partner's sentence aloud.

ELPS 2.A; ELPS 3.A; ELPS 4.F

Start Lesson

Lesson 5: Introduce Diphthong /oi/ › oy, oi

Foundational Skills

15M

Primary Focus: Students will read and spell multisyllabic words with diphthongs.

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

INTRODUCE DIGRAPHS OI AND OY (10 MIN.)

- Direct students to identify *oi* on their Individual Code Charts.
- Direct them to outline the two spellings of this sound and read aloud each of the sample words: *oil* and *toy*.
- Explain that two different spellings represent the sound /oi/: *oi* and *oy*.
- Remind students that *oi* is another example of a combined vowel sound called a diphthong.
- Display Spell Words with Diphthong /oi/> *oy, oi* and review the rules for spelling words with the /oi/ sound. Explain that the spelling rule for the /ou/ sound is similar to the rule for the /aw/ and /ou/ sounds. When you hear the /oi/ sound at the beginning or in the middle of a syllable, it is usually spelled *oi*. Point to the *oi* in *oil* and *jointly*.

Digital Component 5.1

- Explain that when you hear the /oi/ sound at the end of a syllable, it is usually spelled *oy*. Point to the *oy* in *toy* and *destroying*.
- Distribute index cards to students. Direct them to write *oi* on one and *oy* on the other.
- Explain that you will read aloud a series of words with the *oi* diphthong. Students will hold up the index card with the correct spelling of the /oi/ sound for each word.
- Read aloud each of the following words: *deploy, enjoyment, ointment, choices, royal, pointy*.

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.

- Write the correct spelling on the board for each word. Break the words up into syllables by clapping them as a class and drawing a vertical line where the word splits (de|ploy, en|joy|ment, oint|ment, choi|ces, roy|al, point|y, em|ploy|ment) Circle the *oi* and *oy* digraphs. Point out how the placement of the /oi/ sound determines the spelling.

PRACTICE WITH SPELLING WORDS WITH *OI* DIPHTHONGS (5 MIN.)

- Direct students to open to Activity Page 5.1.
- Explain that they will listen as you say each word. Direct students to repeat each word aloud. Students will listen again and write the words on the blank lines. Provide definitions of the words and use them in context, as needed. Remind students to write neatly in cursive and put spaces between words.
- Direct students to divide the syllables, then circle the *oi* or *oy* digraph in each word.
- Have students think of three new words using *oi* and *oy* digraphs. Write the words on the lines below.
- Lastly, have students write a complete sentence in cursive using one of the *oi* or *oy* words students wrote above.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as, "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line." Or "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 5.1: Spell Words with /oi/ Diphthongs

Collect Activity Page 5.1 and assess students' ability to spell words with the /oi/ sound. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 5.1

Challenge

Encourage students to create a word search game using the words from this lesson. Allow them to swap their games with a partner and find the hidden words.

Lesson 5: Introduce Diphthong /oi/ › oy, oi

Reading

15M

Primary Focus Students will read Chapter 2 of *Everyday Heroes* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

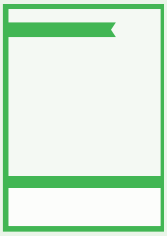
Students will read and pronounce Tricky Word *ancient* and high-frequency words *both* and *start*. **TEKS 3.2.A.vii**

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

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

READ EVERYDAY HEROES (10 MIN.)

Reader



Pages 20—25

- Explain that today, students will read their Reader, *Everyday Heroes*, Chapter 2 "Firefighters," starting on page 20.
- Write these Chapter 2 words on the board: *poisonous, deployed, ancient,* and have students indicate whether they know the words or not. If students know the word, have them give a definition.
- 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.

ancient, adj., from a very long time ago
Example: In ancient Rome, community members would volunteer to help put out fires.

deployed

1. v., when one brings something into action
Example: The skydivers all deployed the parachutes at the same time!
2. v., when a person is put in the field for the military
Example: The pilot deployed all the safety protocols to help everyone in the plane during heavy turbulence.

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.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 word.

poisonous, adj., a substance that is harmful and capable of causing sickness or death
Example: Some firefighters are certified to carefully handle poisonous materials.

- Conduct a brief discussion about the different words and phrases 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *deployed* 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 "Firefighters"

Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		ancient poisonous	
Multiple-Meaning Words		deployed	
Sayings and Phrases			

- Remind students that most English words play by the rules, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules (i.e., words not pronounced and spelled as expected) are called "Tricky Words."
- Display the Tricky Word, read the word, and use it aloud in a sentence:
  - *ancient*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *ancient (explain that the /*ci*/ is pronounced /*ch*/)*
- Invite students to share what they already know about the meanings of this word.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading/Viewing Closely

Beginning

Show visuals of a firefighter and paramedic to aid in comprehension. Ask some simple questions related to firefighters and paramedics. "Have you ever seen firefighters or paramedics? What are paramedics and firefighter's roles in the community? How are these roles different from each other? How are they the same?" Provide sentence frames such as: "Paramedics and firefighters _____ in the community. These roles are the same because they both _____. These roles are different because _____."

Intermediate

Show visuals of firefighters throughout the years. Have students explain the evolution of the firefighter, using the sequencing words such as, "First. . .Next. . . Then. . .Finally..."

Advanced/ Advanced High

Have students look back in the text and make a detailed timeline of the evolution of the firefighter. Students can include details such as dates, names of groups, illustrations, etc.

ELPS 4.F; ELPS 4.G

- Display this lesson's high-frequency words: *both* and *start*.
- Focus on the high-frequency word both. Underline the vowel. The *o* in the word both is pronounced as a long vowel sound in both. Blend sounds aloud as you run your fingers under the word: /b/ /oe/ /th/. Clarify the meaning of both as needed. Invite students to turn to a partner and use the word in a sentence.
- Focus on the high frequency word start. Start is a good base word for adding affixes like *–ed* and *–ing*. In the story *Everyday Heroes*, you will see start used with these suffixes. Practice adding *–ing* to start (*starting*). And practice add *–ed* (*started*). Is there any other kind of affix you could add to start to make a new word (*restart*).
- Guide the class in reading from "The First Firefighters" to ". . .by the mid-1900s." Model fluent reading for a paragraph on page 20. Read at a natural pace, not too fast or too slow. Vary your speed based on the content, slowing down for important details or speeding up for less crucial information. Then have students practice. Have students continue practicing reading at a natural pace while reading aloud.
- Have students look back into the text and find the bolded vocabulary term. Use context to determine the meaning of an unfamiliar word: *ancient.* Then have students use the Glossary in the Reader to discover the pronunciation and find out if their definition was correct.
- Use strategic prompts to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal:** Why were the early firefighters called "bucket brigades"? *(they deployed buckets of water on fires to douse them)*
  2. **Literal:** What led to the creation of the first organized firefighting brigades? *(The Great Fire of London)*
  3. **Inferential:** What does *brigades* mean in the sentence, "These groups, called 'bucket brigades,' deployed buckets of water to put out fires"? What words or ideas in the text help you figure it out? *(It means a specific group, it talks about this being a group of people who use buckets of water to douse fires.)*
- Ensure students draw evidence from the text to support their responses given the following sentence frames:
  - When I read the word _____ in the text, I imagined _____ in my mind.
  - Some similarities between firefighters and paramedics are _____.
  - Some differences between firefighters and paramedics are_____.

- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback. For example, "Your pace of reading was great! I like how you took pauses between paragraphs to break up the text."

PRACTICE WITH PATTERN SEARCH (5 MIN.)

- Ensure each student has a whiteboard and dry erase marker.
- Direct them to search for five words with the /oi/ sound in the section they just read in *Everyday Heroes*, Chapter 2 "Firefighters." Have students write the words on their white boards. (*poisonous, employed, deployed, appointed, destroying*)
- Display the words and ask them to add any that they may have missed: *poisonous, employed, deployed, appointed, destroying*.
- Explain that all of these /oi/ words are multisyllabic words. To practice decoding these words, students will break the words up using a dash mark between syllables. Then circle the /oi/ sound.
- Model one example to students using the word *poisonous*. Read the word aloud. Break the word up into syllables using dashes: *poi/son/ous*. Circle the oi in the first syllable. Say aloud that the /oi/ sound is spelt *oi* because it is in the first syllable.
- Have students repeat steps with the next words individually on their whiteboards. Read, separated into syllables using dashes and circle /oi/ sound.
- *em/ployed*
- *de/ployed*
- *ap/point/ed*
- Ask students to explain how each word follows the rules for *oi* diphthongs learned earlier in the lesson, or identify if it's an exception to the rules. *(When you hear the /oi/ sound at the beginning or in the middle of a syllable, it is usually spelled* oi.*)*

Challenge

Invite students to write a sentence that incorporates words with all three digraphs taught so far in this unit: /aw/, /ou/, and /oi/.

Check for Understanding

As students read aloud and respond to comprehension questions, note students who need additional practice to recall key details and provide evidence from the text. Consider pulling these students aside to assess and address gaps in comprehension.

End Lesson

Lesson 5: Differentiated Instruction

Additional Support

MORE HELP WITH /OI/ › OI, OY

Word Race

- Divide students into teams.
- Call out a word with an *oi* or *oy* diphthong, and teams race to write the word correctly on a whiteboard or piece of paper.
- The first team to spell the word correctly earns a point.
- Diphthong words: *soil*, *toy*, *joyful*, *void*, *royal*, *boil*, *busboy*, *recoil*, *cowboy*, *join*, *spoil*, *convoy*, *decoys*, *point*, *oinks*, *noisy*, *annoy*, *soy*, *foil*, *employ*.

LESSON

6

REVIEW

Diphthong /oi/ › oy, oi

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Reading

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

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

Students will read and pronounce the high-frequency word above. **TEKS 3.2.A.ii**

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

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

FORMATIVE ASSESSMENT

Activity Page 6.1 — **Reading and Dictation**
TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Digraphs *oi* and *oy*	Whole Group	5 min.	❑ Individual Code Chart ❑ Spell Words with Diphthong /oi/ > *oy*, *oi*
Practice with Reading and Dictation	Independent	10 min.	❑ Activity Page 6.1 Spelling Words with Diphthongs /oi/ > *oi, oy* (Digital Component 5.1) ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 26–32) ❑ Anecdotal Reading Record
Practice with Pattern Wrap Up	Whole Group	5 min.	❑ *Everyday Heroes* (pp. 26–32) ❑ whiteboards ❑ dry erase markers
Take-Home Material			
Practice with Diphthong /oi/ › *oy*, *oi*			❑ Activity Page 6.2

ADVANCE PREPARATION

Foundational Skills

- Prepare to display Spelling Words with Diphthong */oi/* > *oy, oi*

Digital Component 5.1

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading with intentional pausing. Consider using sticky notes to mark the first paragraph on page 26 to use for modeling fluency.

Universal Access

- Provide images of the different tools (drones, Personal Alert Safety System, and thermal cameras) used by firefighters that are referenced in *Everyday Heroes* to facilitate engagement with the text.
- Prepare images with the /oi/ sound spelled both *oy* and *oi* (e.g., *oil* and *toy*).
- Prepare images that represent the words: *joyful*, *disappoint*, *decoy*, *oyster*, and *paranoid*.
- Prepare sentence frames to provide to students:
  - I think _____ could mean _____.
  - I wrote _____ because _____.
  - _____ helps firefighters because _____.

Start Lesson

Lesson 6: Review Diphthong /oi/ > oy, oi

Foundational Skills

15M

Primary Focus: Students will read and spell multisyllabic words with diphthongs.

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

REVIEW DIGRAPHS OI AND OY (5 MIN.)

- Prompt students to recall and discuss the spelling rules learned in the previous lesson. Tell students that you will continue practicing with diphthong /oi/ sound today.
- Display the Spelling Words with Diphthong /oi/> *oy, oi* (Digital Component 5.1) and direct students to identify /oi/ on their Individual Code Charts.
- Instruct students to turn and talk about the *oi* and *oy* patterns in the words *avoid* and *annoy* using the sentence frame: "In the word _____, the spelling represents the sound _____. In the word _____, the *oy* spelling represents the sound _____."
- Remind students of the spelling rules learned in the previous lesson for the *oi* diphthong: When you hear the /oi/ sound at the beginning or in the middle of a syllable, it is usually spelled *oi*. When you hear the /oi/ sound at the end of a syllable, it is usually spelled *oy*.
- Ask: Why is the /oi/ sound spelled *oi* in the word *avoid*? *(The /oi/ sound is in the middle of the syllable.)*
- Ask: Why is the /oi/ sound spelled *oy* in the word *annoy*?*(The /oi/ sound is at the end of the syllable.)*
- Have students generate more multisyllabic words that include the /oi/ sound. Some words generated may have *oi* or *oy*. Sort through the words using a T-chart on the whiteboard.
- Encourage students to refer to the Individual Code Chart to remember the corresponding sounds.

Support

Associate an image with the /oi/ sound to help students make the connection between the *oi* spelling patterns and the sound (e.g., *oil*). Consider including another image with the *oy* spelling pattern that makes the /oi/ sound to help them remember the alternate spelling (e.g., *toy*).

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 READING AND DICTATION (10 MIN.)

- Direct students to turn to Activity Page 6.1.
- Ask students to point to the first word: *boisterous*.
- Ask students to divide the word into syllables, using a line to mark each syllable: *bois/ter/ous*.
- Direct students to identify whether the /oi/ sound is located at the beginning, middle, or end of a syllable.
- Highlight that because the /oi/ sound is in the middle of the first syllable of the word, it is spelled *oi*.
- Direct students to point to and circle the *oi* spelling in *boisterous*.
- Direct students to point to the word *loyal*. Have students divide the word into syllables and circle where the /oi/ sound is located in the word.
- Ask students to identify whether the /oi/ sound is located at the beginning, middle, or end of a syllable.
- Highlight that because the /oi/ sound is at the end of the first syllable of the word, it is spelled *oy*.
- Read the remaining words, dividing up the syllables, pointing to and circling the /oi/ sound in each word.
- Have students read the two sentences, dividing up the syllables in the words containing *oi* diphthongs and circling the /oi/ sounds.
- Direct students to the blank lines. Explain that they will listen as you say each word once, then listen again and write the words: *joyful, decoy, paranoid, disappoint, oyster.* Students will independently divide each word into syllables, using a dash to mark each syllable break. Circle the /oi/ sounds in each word.
- Write three different words that include the /oi/ sounds at the end of Activity Page 6.1. Challenge students to brainstorm three different words that were not previously used in the lesson but have the /oi/ sound.
- Remind students to write neatly in cursive.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as, "Focus on connecting your letters smoothly. Work on making the transition from 'o' to 'i' more fluid."

Activity Page 6.1

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

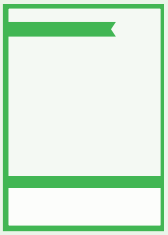
Beginning
Show pictures that represent the words: *joyful, disappoint, decoy, oyster, paranoid*. Say the words aloud as you show each picture and encourage students to listen and then repeat each word.

Intermediate
Show pictures that represent the words: *joyful, disappoint, decoy, oyster, paranoid.* Have student discuss what these words could mean with a partner. Provide sentence frames such as: I think _____ could mean _____.

Advanced/ Advanced High
Show pictures that represent the words: *joyful, disappoint, decoy, oyster, paranoid.* For each picture lifted have the student write the word on their whiteboard. Have students compare their whiteboard with a partner, reading their partner's word, and discussing their answers. Provide sentence frames such as: I wrote _____ because _____.

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

Reader



Pages 26—32

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning

Show pictures of a thermal camera and a drone. Lead a small group discussion about the visuals to aid in comprehension.

Intermediate

Have students list the new technologies mentioned in the reader and discuss how each helps firefighters with a partner. Provide sentence frames such as: _____ helps firefighters because _____.

Advanced/Advanced High

Have students compare the old and new technology mentioned in the Reader using a Venn Diagram. Have students share their Venn diagram with a partner.

ELPS 4.F; ELPS 1.C

Activity Page 6.1: Reading and Dictation

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

Lesson 6: Review Diphthong /oi/ > oy, oi

Reading

15M

Primary Focus

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

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

Students will read and pronounce the high-frequency word *above*. **TEKS 3.2.A.ii**

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

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

READ EVERYDAY HEROES (10 MIN.)

- Explain that today, students will read a new chapter in the Reader *Everyday Heroes*, Chapter 2 "Firefighting Technology Today" starting on page 26.
- Write these Chapter 2 vocabulary terms on the board, *thermal, devoid, drones,* and have students indicate whether they know the words or not. If students know the word, have them give a definition. Preview the following vocabulary words that students will encounter in this section of the Reader:
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation and divide the words into syllables. Go over the correct pronunciation of each word.

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A** 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; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

devoid, adj., lacking or free from something
Example: Despite the tall flames and extreme heat, the building was devoid of any occupants thanks to the quick actions of the courageous firefighters.

drone

1. v., humming sound;
Example: I wore my warmest thermal clothing under my snow suit when we went sledding because it was freezing outside.
2. n., unmanned aircraft
Example: The drone flew over the wildfires to locate where the firefighters needed to go to take out the fire.

Personal Alert Safety System (PASS), n., a device worn by a firefighter that sounds an alarm if they aren't moving so that they can get help
Example: All the firefighters wear the Personal Alert Safety System to help keep them safe during all their emergency situations.

thermal

1. adj., heat;
Example: The thermal cameras helped the firefighters detect the fires.
2. n., a warm garment
Example: I could hear the drone of the audience as I played in the basketball game.

Sayings and Phrases

Rich history is a saying that means that a place, object, or person has a very interesting and detailed history.
Example: The museum displays artifacts that tell the town's rich history.

- Conduct a brief discussion about the different words and phrases in the chart, including the saying "rich history". For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the words *thermal* and *drones* 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 "Firefighters"			
Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	Personal Alert Safety System	devoid	
Multiple-Meaning Words	thermal	drone	
Sayings and Phrases	rich history		

- Display this lesson's high-frequency word: *above*.
- Focus on the high-frequency word *above*. Point out that there is a schwa /ə/ at the beginning of the word *above*. The schwa makes a noise that sounds like '*uh*'. Blend sounds aloud as you run your fingers under the word: /b/ /u/ /v/ . Clarify that *above* is a directional word. Invite students to turn to a partner and describe something that is *above* them.
- Guide the class in reading from "Firefighting Technology Today" to ". . .place of humans."
- Model fluent reading on the first few sentences on page 26, by emphasizing phrasing and taking natural pauses while reading. Have students continue reading aloud pages 26–32. Remind students to concentrate on emphasizing phrases and taking natural pauses while reading.
- Choose strategic pausing points to check for comprehension. When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Example prompts include:
  1. **Literal:** How do thermal cameras help firefighters? *(they help locate the fires even when it is smoke-filled)*
  2. **Literal:** How do firefighters strategically utilize drones in the field? *(They fly the drone over the fire to take an image. Firefighters can use that image to help plan out how to put out the fire.)*
  3. **Inferential:** Based on the information we learned about the Personal Alert Safety System, what can you infer about the importance and reasoning behind having the PASS? *(Sounds out an alarm if a firefighter is not moving, which allows the team to know if someone is in danger.)*

Challenge

Invite students to invent a new technology that could be used by firefighters to help people during emergencies and to sketch a prototype of their invention to share with the class or in small groups.

4. **Evaluative:** After reading about all the tools firefighters use, what do you think is the most useful tool and why? *(answers may vary)*

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - From the information provided, I understand that _____.
  - In the text, it says that _____.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, "Remember to adjust your pitch to emphasize important words," or "Great job pausing between paragraphs, that shows an understanding of the text structure."

PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Ensure each student has a whiteboard and dry erase marker.
- Direct them to search for three words with the /oi/ sound in the section they just read in *Everyday Heroes*, Chapter 2 "Firefighting Technology Today." Have students write the words on their white boards. (*voyaging, devoid, broiling*)
- Display the words and ask them to add any that they may have missed: *voyaging, devoid, broiling*.
- Explain that all of these /oi/ words are multisyllabic words. Practice decoding these words, students will break the words up using a dash mark between syllables. Then circle the /oi/ sound.
- *voy/a/ging*
- *de/void*
- *broi/ling*
- Ask students to explain how each word follows the rules for *oi* diphthongs learned earlier in the lesson, or identify if it's an exception to the rules. *(When you hear the /oi/ sound at the beginning or in the middle of a syllable, it is usually spelled* oi. *When you hear the /oi/ sound at the end of a syllable, it is usually spelled* oy.*)*

Challenge

Invite students to look up each of the /oi/ words in the dictionary: *voyaging*, *devoid*, *broiling*.

Check for Understanding

As students explain how the words with *oi* diphthongs follow spelling rules, note students who need additional practice. Pause to confer with students, reminding them of the rules they reviewed earlier in the lesson.

End Lesson

Activity Page 6.2

Lesson 6: Review Diphthong /oi/ > oy, oi

Take-Home Material

- Have students take home Activity Page 6.2 for more practice with diphthong /oi/ oy and oi.

Lesson 6: Differentiated Instruction

Additional Support

MORE HELP WITH /OI/ › OI, OY

- Provide students the opportunity to continue color coding and scooping diphthongs in the words reviewed throughout the lesson such as *joyful*, *decoy*, *paranoid*, *disappoint*, *oyster*, *voyaging*, *devoid*, and *broiling*.

LESSON

7

REVIEW

Diphthongs aw, ou, and oi

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell multisyllabic words with diphthongs.

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 aloud with appropriate accuracy, rate, and expression.

TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 7.1 — Spell Words with Diphthongs

TEKS 3.2.B.i; TEKS 3.2.D

TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of 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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Diphthongs *aw, ou*, and *oi*	Whole Group	10 min.	❑ Individual Code Chart ❑ Spell Words with Diphthong /oi/ > *oy*, *oi* ❑ Spelling Cards for /ou/> *ou* (*shout*) /ou/> *ow* (*now*) ❑ Spelling Cards for /aw/> *au* (*Paul*) and *aw* (*paw*)
Practice Spelling Words with Diphthongs	Independent	5 min.	❑ Activity Page 7.1 ❑ Grade 3 Foundational Skills Record
Reading			
Partner Read *Everyday Heroes*	Small Group	15 min.	❑ Partner Reading Feedback (Unit 1 Digital Component 9.2) ❑ *Everyday Heroes* (pp. 20–30) ❑ Anecdotal Reading Record

ADVANCE PREPARATION

Foundational Skills

- Create an enlarged version of Spell Words with Diphthong /au/> *au*, *aw*, or prepare to display Digital Component 1.1.
- Create an enlarged version of Spell Words with Diphthong /ou/> *ou*, *ow*, or prepare to display Digital Component 3.1.
- Create an enlarged version of Spell Words with Diphthong /oi/> *oy*, *oi*, or prepare to display Digital Component 5.1.

Reading

- Gather the Partner Reading Feedback from Unit 1, Lesson 9.
- Have partner Reading Feedback available for students. (Unit 1 Digital Component 9.2).
- Use these stems to share feedback with your reading partner:
  - You did a great job when you _____.
  - I like how you _____.
  - I liked it when you _____.
  - You corrected yourself when _____.
  - The best part of your reading was when you _____.
- Create intentional pairs of students for partner reading.
- Consider predetermining assigned excerpts for each pair of partners by using past observations and assessments.

Universal Access

- Consider visually displaying the basic code spelling rules for the *aw, ou,* and *oi* diphthongs for students to reference as they play Roll It and Read It.
- Emergent Bilingual Students have two separate graphic organizers set up for different levels. For the Intermediate level have a graphic organizer with lines for writing about firefighters. For the Advanced/Advanced High level, have a KWL chart set up.
- Prepare sentence frames to provide to students:
  - _____ is a word with a diphthong in it.
  - I put the word _____ here because the diphthong is _____.
  - I chose _____ because the diphthong syllable is _____.

- Firefighters ____ have to be paramedics. [do/do not]
- Firefighters _____ wear a mask while working. [do/do not]
- Firefighters can _____.

- Prepare a graphic organizer to support students in providing examples of things that firefighters can do with the tools they are provided.
- For additional support with diphthongs /oi/, /ou/, and /au/, prepare to move students into pairs. Provide each pair with two different Roll It and Read It game boards, two game pieces, and one die.

Start Lesson

Lesson 7: Diphthongs aw, ou, and oi

Foundational Skills

15M

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

REVIEW DIPHTHONGS AW, OU, AND OI (10 MIN.)

- Ask: What previous diphthong spellings have we learned? (*oi*, *oy*, *ou*, *ow*, *au*, and *aw*) How do we pronounce these spellings? *(/oi/, /ou/, and /au/)*
- Explain that today is a review of all the diphthongs that you have learned in this unit.
- Write the following words on the board: *crawfish, daunting.*
- Have students turn and talk with a partner about the rule that explains why these words use different spellings for the sound /aw/?" *(If the /aw/ sound is at the end of a syllable or followed by* n *or* l*, it is spelled* aw*. If it is at the beginning or middle of a syllable, it's spelled* au*.)*
- Show Spelling Cards for /aw/> *au* (*Paul*) and *aw* (*paw*) and remind students that they can reference the Individual Code Chart for /aw/ sounds.
- Write the following words on the board: *boundary, drowning.*
- Ask: "What is the rule that explains why these words use different spellings for the sound /ou/?" (*If the /ou/ sound is at the end of a syllable or followed by* n *or* l *it is spelled* ow*. If it is at the beginning or middle of a syllable, it's spelled* ou*.)*

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.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning

Demonstrate the pronunciation of diphthong syllable words. Ask "Does this word contain diphthong syllables?" Ask students to work in pairs to provide a word with a diphthong */oi/*, */aw/*, */ou/*. Provide a sentence frame: "_____ is a word with a diphthong in it."

Intermediate

In pairs, have students sort a list of */oi/*, */aw/*, */ou/* words into a graphic organizer with three columns. Have students discuss their choices. Provide a sentence frame: "I put the word _____ here because the diphthong is _____."

Advanced/Advanced High

Ask students to write sentences that include words with the diphthongs */oi/*, */aw/*, */ou/* and then have them read these sentences aloud to a partner and share what diphthong word they chose. Provide a sentence frame: "I chose _____ because the diphthong syllable is _____."

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

- Show Spelling Cards for /ou/> *ou* (*shout*) and *ow* (*now*) and remind students that they can reference the Individual Code Chart for /ou/ sounds.
- Write the following words on the board: *destroy, hoisted*.
- Ask: "What is the rule that explains why these words use different spellings for the sound /oi/?" (*If the /oi/ sound is at the end of a syllable, it is spelled* oy. *If it is at the beginning or middle of a syllable, it's spelled* oi.*)*
- Show Spelling Cards for /oi/> *oi* (*oil*) and *oy* (*boy*) and remind students that they can reference the Individual Code Chart for /oi/ sounds.
- Have students create a chart with three columns label /aw/, /ou/, /oi/. Have students generate multisyllabic words for each of the diphthong sounds /aw/, /ou/, /oi/. Students should circle the diphthong in each of the words they create.

PRACTICE SPELLING WORDS WITH DIPHTHONGS (5 MIN.)

- Direct students to Activity Page 7.1. Explain that they will listen as you say each word once, then listen again and write the words on the blank lines. Remind students to write their responses neatly in cursive.

• disjointed	• laundry
• deploy	• outside
• sawdust	• allow

- Direct students to write three more words on the lines below in cursive. One that matches the */oi/* spelling pattern, one that matches /aw/ spelling pattern, and one that matches /ou/ spelling pattern.

Activity Page 7.1: Spell Words with Diphthongs

Collect Activity Page 7.1 and assess students' ability to spell words with the *aw, ou,* and *oi* diphthongs. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 7.1

Challenge

Direct students to create their own game boards with words that contain *aw, ou,* or *oi* diphthongs.

Support

Direct students to listen to the words closely by clapping out the word or saying it slowly like a robot. Make sure to listen to each sound as you say the word out loud.

Lesson 7: Diphthongs aw, ou, and oi

Reading

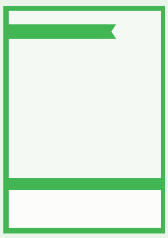
15M

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 3.4**

PARTNER READ EVERYDAY HEROES (15 MIN.)

Reader



Pages 20—30

- Pair students with reading partners by using past observations and assessments to guide pairings.
- 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.

devoid, adj., lacking or free from something
Example: Despite the tall flames and extreme heat, the building was devoid of any occupants thanks to the quick actions of the courageous firefighters.

drone

1. v., humming sound;
Example: The bees drone softly as they gather nectar from the flowers.
2. n., unmanned aircraft
Example: The drone flew over the wildfires to locate where the firefighters needed to go to take out the fire.

Personal Alert Safety System (PASS), n., a device worn by a firefighter that sounds an alarm if they aren't moving so that they can get help
Example: All the firefighters wear the Personal Alert Safety System to help keep them safe during all their emergency situations.

thermal

1. adj., heat;
Example: The thermal cameras helped the firefighters detect the fires.
2. n., a warm garment
Example: I wore my warmest thermal clothing under my snow suit when we went sledding because it was freezing outside.

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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Sayings and Phrases

Rich history is a saying that means that a place, object, or person has a very interesting and detailed history.
Example: The museum displays artifacts that tell the town's rich history.

- Conduct a brief discussion about the different words and phrases in the chart, including the saying "rich history". For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the words *thermal* and *drones* 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 "Firefighters"

Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	Personal Alert Safety System	devoid	
Multiple-Meaning Words	thermal	drone	
Sayings and Phrases	rich history		

- Tell students that they will partner read one excerpt from the section of Chapter 2 that they have previously read . Have students focus on adjusting pitch to emphasize important words or ideas. This will help convey the meaning and emotion in the text.
- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed. While reading, adjust your pitch to emphasize important words like in the first sentence, "Firefighters are brave heroes in our communities." Emphasize the words *brave heroes* to show that it is an important way to describe firefighters.
- Model giving your reading partner feedback, using the sentence stems on Partner Reading Feedback:

- You did a great job when you _____.
- I like how you _____.
- I liked it when you _____.
- You corrected yourself when _____.
- The best part of your reading was when you _____.

- Today, students will follow these Partner Reading routines.
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about enunciating and emphasizing important words. Use the frames provided such as, "You did a great job enunciating the important words while reading."
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Assign each pair a one or two page excerpt, or allow pairs to choose an excerpt from the section of Chapter 2 that they have read thus far (from the beginning of the chapter, to ". . .place of humans.")
- Direct students to alternate reading sentences from their excerpt. If time allows, encourage students to partner read another excerpt of their choice.
- After 8 minutes, have students evaluate each other's reading by giving each other positive feedback. Point out the sentence frames from Partner Reading Feedback. Listen for effective student feedback. For example:
  - *You read faster and faster as we practiced.*
  - *You did a great job when you read with expression.*
  - *You corrected yourself when you made an error.*
  - *You read all of the diphthong sounds correctly.*
- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading.
- Have students turn and talk to their partner about the Chapter 2 text. Use strategic prompts to check for comprehension. Example prompts include:

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading Closely

Beginning

Ask students questions and encourage students to answer in complete sentences. "Do firefighters have to be paramedics?" or "Can firefighters wear a mask while working?" Provide sentence stems such as: [Yes/No,] firefighters _____ have to be paramedics. [Yes/No,] firefighters _____ wear a mask while working.

Intermediate

Have students work in pairs to provide examples of things that firefighters can do with the tools they are provided: "Firefighters can _____."

Advanced/Advanced High

Using a KWL graphic organizer, have students write out what they know about first responders. What else do they want to learn? What have they learned in this chapter? Have students take turns reading their KWL charts to a partner and then discuss their similarities and differences.

ELPS 4.G; ELPS 4.I

1. **Literal:** How has the firefighter profession changed throughout the years, according to the text? *(It started with people pouring buckets of water on the fires. Then the horse drawn carriage with steam-powered pumps was invented and that helped people get to the fires quicker. After a while the fire department formed with fire trucks and updated tools.)*
2. **Evaluative:** Why do we not use the same methods of putting out fires as they did in the 1666 or the 1800s? *(New technology such as thermal cameras and drones help make fighting fires more efficient.)*
3. **Inferential:** How might you use advanced equipment talked about in the text to help prevent or put out fires? *(Answers may vary.)*

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - It started with _____. Then _____. Next _____.
  - I would use _____ to help _____.
  - We do not use the older methods to put out fires because. . .
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback. For example, "Great job using the text evidence to answer your questions about firefighters!" Or "The expression you used while reading made the story engaging and easy to follow."

Check for Understanding

Circulate during partner reading to monitor student fluency and expression, as well as students' ability to give feedback.

End Lesson

Lesson 7: Differentiated Instruction

Additional Support

MORE HELP WITH DIPHTHONGS AW, OU, AND OI

Play Roll It and Read It

- Move students into pairs. Provide each pair with two different Roll It and Read It game boards, two game pieces, and one die.
- Explain the game instructions:

    - One player rolls the die.
    - That player moves their game piece the number of spaces indicated by the die number on their game board.
    - That player reads all the words with diphthong sounds from the start of the game board to the space they landed on.
    - The next player rolls the die and repeats the process with their own game board.
    - The student who arrives at the end of their game board and has read all the words with diphthong sounds first wins that round.
    - Once one round is complete, students should swap their game boards and repeat the game with the new game board.
- Model how to play the game by following the steps for one turn.
- Release students to play Roll It and Read It.
- Consider offering students the choice to work independently instead of playing the Roll It and Read It game, by providing cut-outs of the diphthong spellings that they can combine with other consonants or consonant digraphs to create their own words.

LESSON

8

INTRODUCE

Homophones with ai/a_e and ee/ea

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaborate with others to identify, use, spell, and explain the meaning of homophones. **TEKS 3.1.D; TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.D**

Reading

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

Students will read and pronounce Tricky Words *unusual* and high-frequency word *once*. **TEKS 3.2.A.vii**

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

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

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

FORMATIVE ASSESSMENT

Activity Page 8.1 — **Write and Spell Homophones**
TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.D

TEKS 3.1.D Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.B.ii** Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Homophones with Vowel Teams *ai/a_e* and *ee/ea*	Whole Group	5 min.	❑ whiteboard ❑ dictionary
Write and Spell Homophones	Independent	10 min.	❑ Activity Page 8.1 ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 30–36) ❑ Anecdotal Reading Record
Practice with Pattern Wrap-Up	Whole Group	5 min.	❑ *Everyday Heroes* (pp. 30–36) ❑ chart paper or whiteboard ❑ paper

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Beginning
While the homophones are being introduced, show student(s) illustrations that represent the words being taught: *pail/pale, meat/meet, tail/tale, seem/seam*. If the learners are not familiar with the vocabulary, showing them the pictures will help their comprehension.

Intermediate
While the homophones are being introduced, give students a graphic organizer with a space for them to draw a picture and write a word underneath. Have them draw a picture and write the words for: *pail/pale, meat/meet*. Have students discuss the meaning of the words with a partner using sentence frames such as: I think _____ means _____ because _____.

Advanced/Advanced High
Collaborate with other students and fill in a graphic organizer with a space for them to draw a picture and write a sentence underneath using the homophones. Have them draw a picture and write a sentence for: *pail/pale, meat/meet*. Have students discuss the meaning of the words with a partner.

ELPS 1.E; ELPS 4.F

ADVANCE PREPARATION

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading, using context to determine the meaning of an unfamiliar word and the Glossary to discover the pronunciation and definition of vocabulary words in bold. Consider using sticky notes to mark the Tricky Word *unusual* on page 32.

Universal Access

- Prepare to have images to accompany the homophones *pail/pale, meet/meat, tail/tale, seem/seam*.
- Prepare to provide a graphic organizer with space for drawing pictures, labeling, and writing a sentence for each homophone.
- Prepare sentence stem to provide to students:
  - I think _____ means _____ because _____.
- For additional support with homophones, prepare to provide flashcards with images to accompany the homophones reviewed throughout the lesson: *pail/pale, meet/meat, tail/tale, seem/seam.*

Start Lesson

Lesson 8: Introduce Homophones with ai/a_e and ee/aa

Foundational Skills

15M

Primary Focus: Students collaborate with others to identify, use, spell, and explain the meaning of homophones.

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

INTRODUCE HOMOPHONES WITH VOWEL TEAMS AI/A_E AND EE EA (5 MIN.)

- Remind students that homophones are words that sound the same, but have different meanings and are spelled differently.
- Explain that certain homophones follow specific spelling patterns. The homophones they will be focusing on in today's lesson contain the vowel teams *ai/a_e* and *ea/ee*.
- Write the following homophones on the board: *pail, pale, meet, meat*.

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

- Have students read the words aloud: *pail, pale, meet, meat.*
- Have students turn and talk with a partner to discuss why these words are homophones *(They sound the same but they have different meanings.)*
- Discuss the meanings of each word: *pail, pale, meet, meat.*
- Ask students to collaborate with a partner about making a sentence that properly uses each homophone: *pail, pale, meet, meat.*
- Share sentence examples for each homophone on the board as a class.
- Have students look at the next words independently and write them down on a piece of paper or on a whiteboard: *tail/tale* and *seem/seam*.
- Have students turn and talk with a partner about what each word means. Students can use a dictionary to look up definitions if needed.

WRITE AND SPELL HOMOPHONES (10 MIN.)

- Direct students to turn to Activity Page 8.1.
- Read the first sentence aloud: *I wear boots to keep my _____ warm in the winter.*
- Ask: Which homophone from the word bank would fit correctly in this sentence? *(feet)*
- Direct students to fill in each blank for statements 2–6 with the homophone from the word bank that has the correct spelling and meaning for the sentence.
- Remind students to write neatly in cursive. Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback about the context of the sentences and homophones being used. For example, "Remember to look closely at the sentences and use words in the sentence to help you pick which homophone is correct."
- Review the correct homophone for each sentence. Ask students to explain why each homophone fits into each sentence.

Activity 8.1: Write and Spell Homophones

Collect Activity Page 8.1 to assess students' ability to identify and spell homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Support

Encourage students to use a dictionary to find the definition of each of the words. Show students previously prepared picture cards of each homophone word. Discuss if the definitions match the pictures.

Challenge

Have students write a sentence under each homophone: *tail/tale* and *seem/seam*.

Activity Page 8.1

Challenge

Invite students to create drawings or short poems to represent different homophone pairs that contain the vowel teams *ai/a_e* and *ee/ea*.

Lesson 8: Introduce Homophones with ai/a_e and ee/aa

Reading

15M

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

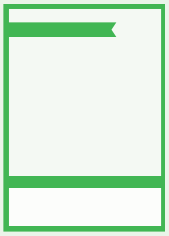
Students will read and pronounce Tricky Words *unusual* and high-frequency word *once.* **TEKS 3.2.A.vii**

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

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

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

Reader



Pages 30—36

READ EVERYDAY HEROES (10 MIN.)

- Explain that students will read the next section of their Reader, *Everyday Heroes* "Wildland Firefighters".

- 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.

harsh

1. adj., rough or shocking to the senses
Example: The harsh smoke covered the sky above the site of the fire.
2. adj., scratchy and rough to the touch
Example: I ran my fingers over the sandpaper's harsh surface.

quickly, adv., at a fast pace
Example: The firefighters quickly moved into the house to eliminate the flames before the fire grew too big.

- 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. Additionally, have students decode any unfamiliar words and discuss the correct

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

pronunciation of each. The multiple meanings of the word *harsh* 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 "Firefighters"			
Type	**Tier 3** **Unit-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday Speech Words**
Core Vocabulary		quickly	
Multiple-Meaning Words		harsh	
Sayings and Phrases			

- Display the Tricky Word, read the word, and use it aloud in a sentence:
  - *unusual*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *unusual (explain that the* su *makes a /*zh*/ sound)*
- Invite students to share what they already know about the meaning of the word.
- Display this lesson's high-frequency word: *once*.
- Focus on the high-frequency word *once*. Point out that there is a soft 'c' in this word. The soft 'c' will make the sound /s/. Blend sounds aloud as you run your fingers under the word: /w/ /ə/ /n/ /s/ . Clarify the meaning of the word *once*. Invite students to turn to a partner and use the word *once* in a sentence.
- Guide the class in reading from "Wildland Firefighters" to "...and other emergencies."

Support

Peak condition means to be in your best physical state.

- Model fluent reading for a couple sentences, then assign students to read aloud the other paragraphs to the class while their peers follow along.
- Model how to use context to determine the meaning of an unfamiliar word and to use the Glossary in the Reader to discover the pronunciation and definition of words in bold.
- Choose strategic pausing points to check for comprehension. Example prompts include:
  1. **Literal:** How does the role of a wildland firefighter extend beyond typical firefighter duties? *(They work in nature fighting wildfires.)*
  2. **Inferential:** How can we use context to determine the meaning of the word *vital* using the sentences, "They are the first responders to protect communities from harmful wildfires that can spread quickly. It's plain to see how *vital* these heroes are"? *(Vital means important, you can tell by how they do an important job for the community.)*
  3. **Evaluative:** Why is it essential for wildland firefighters to maintain a constant state of physical readiness and vigilance throughout their work shifts? *(The emergency alarm can go off at any time and they have to be ready for any sort of active emergency.)*
  4. **Literal:** Provide a detailed description of the daily routine and responsibilities of firefighters. *(Answers may vary.)*
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence frames:
  - The differences between _____ and _____ are _____.
  - The word _____ in the text means _____.
  - Based on paragraph _____, I know _____.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback. For example, "The expression you used while reading made the story engaging and easy to follow." Or "Great job using the text evidence to answer your questions about firefighters!"

PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper any homophones in the text they just read.
- Have students share the words and display them on the board or chart paper: *plane, plain, see, meet, flee, peak, site, wail, beat, seems, feat*.

- Read each word aloud. Direct students to echo you.
- Have students turn and talk to a partner about the meanings of each of the homophones. Encourage students to look back into the text to help find the meaning of the words. Have students take turns using each word in a sentence.
- Circulate and monitor, offering support for any words students may not understand the meaning of.

Check for Understanding

As students read aloud, listen for all aspects of fluency. Note if they are employing context to identify the meaning of homophones. Check to see that students can identify the places in the text that inform their answers.

End Lesson

Challenge

Challenge students to write sentences that incorporate both homophones in a homophone pair.

Lesson 8: Differentiated Instruction

Additional Support

MORE HELP WITH HOMOPHONES WITH AI/ A_E AND EE/EA

- Consider providing flashcards with the homophones reviewed throughout the lesson (*pail/pale*, *meet/meat*, *tail/tale*, *seem/seam*) and their corresponding images, and ask students to work in pairs to match the cards to the correct images.

LESSON

9

REVIEW

Common Homophones

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

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

TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 9.1 — Write and Spell Homophones

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

TEKS 3.2.B.ii Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Common Homophones	Whole Group	10 min.	
Write and Spell Homophones	Independent	10 min.	❏ Activity Page 9.1 ❏ Grade 3 Foundational Skills Record ❏ Write and Spell Homophones
Reading			
Choral Read *Everyday Heroes*	Whole Group	10 min.	❏ *Everyday Heroes* (pp. 30–37) ❏ Anecdotal Reading Record

ADVANCE PREPARATION

Note to Teacher

- Before the lesson, consider reviewing the definition of a possessive pronoun to clarify the meaning of the common homophones *your* and *their* and how they differ from the contractions *they're* and *you're*.

Reading

- Preview the section of the Reader that will be read during this lesson to model reading with fluency, accuracy, and prosody.

Universal Access

- Prepare sentence stems to provide to students:
  - In the story, the main character is _____.
  - The story takes place in _____.
- Prepare a graphic organizer that has lines to take notes to support students in identifying key ideas from the text.
- For additional support with common homophones, prepare to provide each student with one blank bingo board and six bingo pieces.

Digital Component 9.1

- Create an enlarged version of Homophone Bingo Words and Sentences to display as you review correct spellings for Homophone Bingo.

Start Lesson

Lesson 9: Review Common Homophones

Foundational Skills

20M

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

REVIEW COMMON HOMOPHONES (10 MIN.)

- Recall and discuss the skills learned about vowel team homophones in the previous lesson. Students may recall homophones are words that sound the same but have different meanings and are spelled differently.
- Explain that in today's lesson, students will focus on homophones that are used frequently when writing.
- Write the following homophones on the board: *witch, which.*

Support

Fill in the Blank: The chicken had _____ eggs in the nest and the first one started to hatch. (too/to/two) We can go _____ the supermarket after working out. (too/to/two) I love you _____. (too/to/two)

TEKS 3.2.B.ii Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Point to the word *witch*. Have all the students read it as a class. Point to the word *which*. Have the students read it as a class.
- Have students turn and talk about the two words: *witch, which.*
- Ask: "What is the same about both of these words? What is different?"
- Ask: "Why are these words homophones?" *(They sound the same but they're spelled differently and have different meanings.)*
- Ask students to make up a sentence that properly uses each homophone, and write the sentence under each homophone.
- List on the board the following frequently-used homophones: *are/our, you're/your, too/to/two, there/their/they're.*
- Have students turn and talk with a partner about the similarities and difference between the two words, the sounds, and the spellings for *there/their/they're*. Ask students to make up sentences that properly use those common homophones. Write the sentences under each corresponding homophone.

WRITE AND SPELL HOMOPHONES (10 MIN.)

- Direct students to turn to Activity Page 9.1 while you access Write and Spell Homophones.
- Read the first homophone aloud: *our*. Then read it in a sentence: *We love to go with our grandmother to the beach.*
- Ask students, "How do you spell *our* as it is used in this sentence?" (o-u-r)
- Write the correct spelling of *our* on the board.
- Direct students to write the correct spelling of *our* in cursive on the first line of Activity Page 9.1.
- Read the next four words and sentences from Write and Spell Homophones aloud as they students complete the remainder of Activity Page 9.1.
- Remind students to write neatly in cursive while you say the common homophones for items 2-5 aloud: *you're, their, weather, accept.*
- For number 6 write one more pair of homophones on the lines.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as "Focus on connecting your letters smoothly. Work on making the transition from 't' to 'o' ."

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Writing

Beginning

When writing sentences that use homophones, it is important to add context. Discuss and brainstorm different homophones learned from the review lesson. Turn to a partner and tell them a sentence with a homophone in it.

Intermediate

When writing sentences that use homophones, it is important to add context. Discuss and brainstorm different homophones learned from the review lesson. When they write their sentences, challenge them to include a few of the brainstormed words in each sentence.

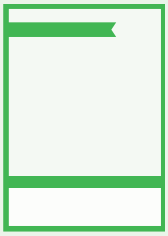
Advanced/ Advanced High

Give students a homophone and have them write two sentences: one for both meanings of the word used correctly in the sentence. Have students take turns reading each of their sentences to a partner. The partner should listen to the sentence and then spell the homophone used in the sentence.

ELPS 2.A; ELPS 5.B

Activity Page 9.1

Reader



Pages 30—37

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading/Viewing Closely

Beginning

When it is time to discuss what they have read, give English learners some tips on how to retell. Include key details and leave out less important details. Use key words from the text. Provide sentence frames such as: "In the story, the main character is _____. The story takes place in _____."

Intermediate

When discussing the Reader it helps to write key details from the text. Use a graphic organizer to help write down key details. Then read the key details aloud to a partner.

Advanced/ Advanced High

When discussing the Reader it helps to write key details from the text. Use a graphic organizer to help write down key details. Write a paragraph retelling what you read today, and then read it aloud to a partner.

ELPS 4.I; ELPS 4.G

Activity Page 9.1: Write and Spell Homophones

Collect Activity Page 9.1 to assess students' ability to identify and spell homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 9: Review Common Homophones

Reading

10M

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

CHORAL READ EVERYDAY HEROES (10 MIN.)

- Explain that students will reread the most recent section of the Reader *Everyday Heroes*. Have students share what they have learned from the Reader *Everyday Heroes* so far. Encourage students to use "can, have, are" when describing each type of hero.
- Review 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.

harsh

1. adj., rough or shocking to the senses
Example: The harsh smoke covered the sky above the site of the fire.
2. adj., scratchy and rough to the touch
Example: I ran my fingers over the sandpaper's harsh surface.

quickly, adv., at a fast pace
Example: The firefighters quickly moved into the house to eliminate the flames before the fire grew too big.

- 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *harsh* will be

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.

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 "Firefighters"			
Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		quickly	
Multiple-Meaning Words		harsh	
Sayings and Phrases			

- 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). The skill that will be focused on today is using pauses to signal transitions between ideas and paragraphs.
- Direct students to reread from "Wildland Firefighters" to ". . .and other emergencies." While rereading focus on pauses to signal transitions.
- Instruct students to read silently as you model reading the a few sentences aloud. Read aloud and model fluent reading for the students, using pauses. Pauses allow students to process information and understand the structure of the text.
- Guide students in reflecting on the fluency of the reading with the following prompts:
  - How was the pacing of the reading?
  - Did I read too quickly or slowly?
- Reread the sentences a second time and have all students read aloud in unison as you read it, focusing on pauses while reading.

Challenge

Invite students to choose an excerpt of this section of the Reader and to rewrite it using different punctuation. Then have them read the new version of the excerpt aloud to a partner with the different intonation.

- Guide students in reflecting on the reading with the following prompts:
  - How smooth did your reading sound?
  - Were there any parts that felt choppy or hesitant?
  - What would it sound like to read this section too fast/too slow/without expression?
- Direct students to discuss the chapter orally with a turn and talk partner. *(During their shifts, firefighters meet to practice firefighting skills and prepare to respond to the emergency alarm. When the alarm goes off, they get into the fire truck and rush to help, using their special gear to protect them from the heat.)*
  1. **Literal:** Describe what the daily life would be like for a firefighter. *(answers may vary)*
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stem:
  - A firefighter's day might start out by . . .
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, "Remember to read smoothly through the text," or "Great job pausing between paragraphs, that shows an understanding of the text structure."

Check for Understanding

As you observe choral reading, note students who need additional practice in fluency, including accuracy, rate, and prosody. Consider pulling these students aside to better assess and address fluency gaps.

End Lesson

Lesson 9: Differentiated Instruction

Additional Support

MORE HELP WITH HOMOPHONES

Play Homophone Bingo

- Provide each student with one blank bingo board and six bingo pieces.
- Create an enlarged version of Homophone Bingo Words (Digital Component 9.1) and Sentences to display as you review correct spellings for Homophone Bingo.
- Write the following words on the board: *your*, *you're*, *their*, *there*, *they're*, *our*, *are*, *too*, *two*, *to*, *witch*, *which*.
- Direct students to write words from the list on the board in any order in the nine squares on their blank bingo boards. Remind them to write a different word in each square.
  - Explain the game instructions:
  - Students will listen carefully as you read a sentence using a homophone.
  - If that homophone is on their game board, they will cover it with their bingo piece.
  - The first student to correctly identify a row of three homophones—either vertically, horizontally, or diagonally—on their bingo board will win the game.
  - Remind students that to identify the correct spelling of the homophone on their bingo board, they have to listen closely to how it is used in the sentence.
- Model how to play by reading the following sentence: *We went to visit some friends at their house.* Write *their* on the board and explain that in this sentence, *their* refers to the house of our friends and is a possessive pronoun, so it is spelled *their*, not *they're* or *there*. Direct students to cover *their* with a game piece if they have it on their bingo board.
- Read the five remaining sentences from Homophone Bingo Words and Sentences aloud as students play bingo.
- At the end of the game, display Homophone Bingo Words and Sentences to review the correct spelling of each homophone.

LESSON

10

INTRODUCE

Homographs

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaborate with others to identify, use, and explain the meaning of homographs. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.D**

Reading

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

Students will read and pronounce the high-frequency word *example*. **TEKS 3.2.A.vii**

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

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

Students will identify, use, and explain the meaning of homographs. **TEKS 3.3.D**

FORMATIVE ASSESSMENT

Activity Page 10.1

Wrap Up
TEKS 3.3.A; TEKS 3.3.D

TEKS 3.1.D Work collaboratively with others by following agreed upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Homographs	Whole Group	10 min.	❑ Introduction to Homographs (TR 10.1) ❑ Introduction to Homographs (Digital Component 10.1) ❑ whiteboard/paper
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 38–49) ❑ Anecdotal Reading Record
Practice with Pattern Wrap Up	Independent	10 min.	❑ chart paper or whiteboard ❑ paper ❑ *Everyday Heroes* (pp. 38–49) ❑ Activity Page 10.1 ❑ Grade 3 Foundational Skills Record

ADVANCE PREPARATION

Foundational Skills

- Create an enlarged version of Introduction to Homographs to display, or prepare to display the digital version.

Digital Component 10.1

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading and using a dictionary to discover the pronunciation and definition of unfamiliar words. Consider using sticky notes to mark the vocabulary terms that the class will look up in the Glossary/dictionaries.
- Have dictionaries available for students to use.

Universal Access

- Prepare a graphic organizer to support students in drawing pictures to represent pairs of homographs and lines on which to write a sentence.
- Prepare sentence frame to provide to students:
  - In _____ and _____, police officers _____.
- Prepare images depicting the different meanings of the homographs reviewed throughout the lesson: *bass, right, safe, treat, watch, present, scene, face.*
- For additional support with homographs, prepare to move students into pairs. Provide each pair with one Roll It and Read It Game Board (TR 14.2), one game piece, and one die.

Start Lesson

Lesson 10: Introduce Homographs

Foundational Skills

10M

Primary Focus: Students will collaborate with others to identify, use, and explain the meaning of homographs. **TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.D**

INTRODUCE HOMOGRAPHS (10 MIN.)

- Have students recall the previously learned concept in our last lesson: *homophones.* Have students turn and talk to a partner about what they remember from the homophones lesson.
- Display Introduction to Homographs.

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

Challenge

Have students compare and contrast homophones and homographs. *(Both are words that sound the same when said aloud but mean different things. Homophones are spelt differently and homographs are spelt the same.)*

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Beginning

Consider providing visual support to show the two meanings of the homographs: *bass/bass, right/right.* Lead a discussion about the homographs to aid in comprehension.

Intermediate

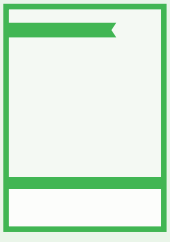
Consider providing visual support to show the two meanings of the homographs. Using a graphic organizer, have students choose which meaning they would like to write a sentence for. Have students read their sentence aloud to a partner.

Advanced/ Advanced High

Have students brainstorm other homographs. Students can use a graphic organizer to draw a picture to represent each of the homographs. Students can choose which meaning they would like to write a sentence for. Have students read their sentence aloud to a partner and have the partner identify the homograph used in the sentence.

ELPS 2.G; ELPS 4.F

Reader



Pages 38–46

Digital Component 10.1

- Explain that in today's lesson, students will be learning about another kind of word called a homograph.
- Point to the first example and read the two words aloud: *bass/bass*.
- Read the sentence for each word: *I caught a* bass *when I went fishing at the lake. My dad plays the electric* bass *in a band.*
- Explain that *bass* and *bass* are homographs because they're spelled the same but have different meanings. Explain that in this case, they also sound different, but that this isn't always true for every homograph.
- Point to the second example: *right/right.*
- Ask a student volunteer to read the two sentences aloud: *Treating others kindly is the* right *thing to do. I use my* right *hand when I throw the ball.*
- Ask students, "Why are these words homographs?" *(They're spelled the same, but they have different meanings.)*
- Have students collaborate in pairs and look through different resources to try to find another set of homographs. Have them list their homographs on a whiteboard or paper.

Lesson 10: Introduce Homographs

Reading

20MM

Primary Focus: Students will read Chapter 3 of *Everyday Heroes* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read and pronounce the high-frequency word *example*. **TEKS 3.2.A.vii**

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

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

Students will identify, use, and explain the meaning of homographs. **TEKS 3.3.D**

READ EVERYDAY HEROES (10 MIN.)

- Explain that today, students will read their Reader, *Everyday Heroes*, Chapter 3 "Police Officers" starting on page 38. Before reading, have students recall what they have read in previous chapters. Encourage students to utilize the following sentence stems: "I remember . . .", "I noticed. . .", and "I wonder. . .".

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- 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.

bobbies, n., members of the first formal police force formed in London, England, in the 1800s
Example: The "bobbies" made sure that the streets were safe in London during the 1800s.

constable, n., a peace officer of a town
Example: The constable made sure that the town was protected from lawbreakers.

sheriff, n., an elected officer of a county
Example: The sheriff rode to the town hall meeting on his horse.

enforce, v., to set a rule with the expectation of compliance
Example: The police officer helps keep the city safe by enforcing the laws.

dispute

1. n., a disagreement
Example: The dispute between the friends was settled with a compromise.
2. v., to argue about something
Example: They disputed over who should take out the trash, but eventually, they worked it out.

- 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *dispute* 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 "Police Officers"			
Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	bobbies constable sheriff	enforce	
Multiple-Meaning Words		dispute	
Sayings and Phrases			

- Display this lesson's high-frequency word: *example*. Ask students what do you notice about this word example? (*answers may vary*)
- Focus on the high-frequency word *example*. Point out that there is a final stable syllable of *–ple*. Blend sounds aloud as you run your fingers under the word: /e/ /x/ /a/ /m/ /p/ //+/l/ . Clarify the meaning of the word *example*. Invite students to turn to a partner and use the word *example* in a sentence.
- Guide the class in reading from "Chapter 3: Police Officers," from "Police play many. . . to ". . .or who witnessed it." Model fluent reading for a couple sentences, then assign students to read aloud to the class while their peers follow along.
- Model using the Glossary in the Reader and a dictionary to discover the pronunciation and definition of words in bold or unfamiliar words in the text.
- For Chapter 3 pages 38–49, a word that is bolded is *Constable.* The word being bolded means that it will be in the Glossary, which is located at the end of the Reader. The Glossary is in alphabetical order. Look at the first letter of the word *Constable.* Find the letter C in the Glossary look under the C for the word *Constable* which has the pronunciation (KAHN-stuh-buhl) and means, a local police officer in the United States in the 1600s.
- Tell students that while reading they might come across unfamiliar words that they want to know the meaning of. If these words are not bolded, they can use a dictionary to help find the meaning of the word. Use the word *enforce* as an example. Remind students that dictionaries are in alphabetical order. Look at the first letters in *enforce*. Find the 'e' section in the dictionary, look at the next letters until you find the word *enforce.* Show the pronunciation and definition to the class.

Challenge

Invite students to choose an excerpt of this section of the Reader and to rewrite it using different punctuation. Then have them read the new version of the excerpt aloud to a partner with the different intonation.

- Pass out dictionaries and have students practice finding word *dispute.* Once they find it, have them read the pronunciation and definition to a turn and talk partner. **TEKS 3.3.A**

- Choose strategic pausing points to check for comprehension. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:

  1. **Evaluative:** Compare and contrast the responsibilities of a police officer to a firefighter or paramedic. *(Police officers teach us about the laws and protect us against people who break the laws.)*
  2. **Inferential:** Look at the word *dispute* in this sentence, "In the United States, police officers are the first people present when there is a problem or a *dispute*." Use the context in this sentence to determine the meaning of *dispute*. *(A disagreement, the word problem helps me know that it is about something not going right.)*
  3. **Literal:** Using information you read from the text, tell what some position titles of police officers throughout history were called? *(Constables, sheriffs)*
  4. **Evaluative:** In what way were the bobbies in England similar to modern police officers? *(They are both there to serve and protect.)*
  5. **Literal:** Explain the different responsibilities and roles that police exhibit in the community? *(Police protect the community. They direct traffic, find lost items, solve problems, and resolve disputes.)*

- Ensure students draw evidence from the text to support their responses given the following sentence frames:
  - Police officers are _____ and _____.
  - Using the text _____ means _____.
  - The word _____ means . . .
  - Some of the position titles of police officers throughout history were called . . .

- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide immediate and corrective feedback such as, "I like how you stopped and looked at the unfamiliar word closely and then reread it." Or "Great job using text evidence to help answer the strategic prompts about Police Officers."

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading/Viewing Closely

Beginning

Create a chart that lists each first responder from the Reader and their main responsibilities. Use the text to brainstorm answers in small groups.

Intermediate

Create a chart or timeline that outlines the role of the police officer in Ancient Rome, Egypt, England, and the United States. Have students discuss the similarities and differences. Provide sentence frames such as: In _____ and _____, police officers _____.

Advanced/ Advanced High

Students can add to their KWL graphic organizer about first responders or start a new KWL about police officers. Encourage students to share their KWL with a partner.
ELPS 1.E; ELPS 4.G

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

PRACTICE WITH PATTERN WRAP UP (10 MIN.)

- Direct students to search in the Reader and list on a piece of paper six homographs on these pages 38–49.
- Have students share the words and display them on the board or chart paper: *safe, treat, watch, present, scene, face.*

Activity Page 10.1

- Read each word aloud. Direct students to echo you.
- Ask students to identify the multiple meanings of each homograph.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor offering support for any words students may not understand.
- Direct students to Activity Page 10.1
- Create an illustrated glossary chart using homograph words from the Reader. Find the definition of two homographs words from the Reader using the dictionary. Write each word twice, write a brief definition for each homograph, and a simple illustration of the homograph.

Activity Page 10.1: Wrap Up

Collect Activity Page 10.1 to assess students' ability to identify and spell homographs. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Check for Understanding

As students search for homographs and identify their meanings, note students who need additional practice. Pause to confer with students, reminding them of the homographs they learned earlier in the lesson.

End Lesson

Lesson 10: Differentiated Instruction

Additional Support

MORE HELP WITH HOMOGRAPHS

Play Roll It, Read It, Write It

- Move students into pairs. Provide each pair with one Roll It and Read It Game Board (TR 14.1), one game piece, and one die.
- Explain the game instructions:
  - One player rolls the die.
  - That player moves the game piece the number of spaces indicated by the die number.
  - That player reads the homograph on the space they landed on. Then they write one sentence using one meaning of that homograph.
  - The next player rolls the die and repeats the process with the same game piece.
  - The first pair of students who get to the end of their game board with correct sentences for each of the homographs they landed on is the winning group.
  - If time permits, students can play multiple rounds.
- Model how to play the game by following the steps for one turn.
  - Ask students to point to the word *second* on their game boards.
  - Ask: What is a sentence we can write that uses one of the meanings of the homograph, *second*?
  - Student: The basketball team won second place at the tournament.
  - Ask: What's a sentence we can write that uses the other meaning of *second*?
    - Student: You have one second left until the timer goes off.
    - Remind students that they should write their sentences in the lines provided on Activity Page TR 14.1. Direct them to write in cursive, leaving spaces between words.

Challenge

Challenge students to write single sentences that incorporate both homographs in a homograph pair as a bonus round during Roll It, Read It, Write It.

LESSON

11

REVIEW

Homophones and Homographs

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will identify, use, and explain the meaning of homographs.
TEKS 3.2.D; TEKS 3.3.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 aloud with appropriate accuracy, rate, and expression.
TEKS 3.1.C; TEKS 3.4

FORMATIVE ASSESSMENT

Activity Page 11.1 — Identify and Spell Homophones and Homographs
TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.D

TEKS 3.2.B.ii Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Homophones and Homographs	Whole Group	5 min.	
Identify and Spell Homophones and Homographs	Independent	10 min.	❏ Activity Page 11.1 ❏ Grade 3 Foundational Skills Record
Reading			
Partner Read *Everyday Heroes*	Small Group	15 min.	❏ Partner Reading Feedback ❏ *Everyday Heroes* (pp. 38–49) ❏ Anecdotal Reading Record

ADVANCE PREPARATION

Foundational Skills

- Use these sentence frames to support responses:
  - I noticed that _____ and _____ look similar but have different meanings.
  - The words _____ and _____, the spelling is almost the same, but one word means _____, and the other refers to _____.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section on page 45 for practicing reading with accuracy.
- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2)
- Use these stems to share feedback with your reading partner:
  - You did a great job when you _____.
  - I like how you _____.
  - I liked it when you _____.
  - You corrected yourself when _____.
  - The best part of your reading was when you _____

Universal Access

- Rather than offering the typical black text on white background, digitize the fluency passage and offer a dark background (e.g., blue) with a light font (e.g., yellow) to make the words stand out.
- Prepare sentence frames to provide to students:
  - In my sentence, I used _____ which is spelled _____ and means _____.
  - I notice that _____." "In this picture, I see _____.
  - I liked _____ because _____. I didn't like when _____.
  - I found _____ in the text. It refers to _____.
- For additional practice with homophones and homographs, hang images of the homophones and homographs used in Homophone and Homograph Pictionary game around the classroom.

Lesson 11: Review Homophones and Homographs

Foundational Skills

15M

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

Students will identify, use, and explain the meaning of homographs. **TEKS 3.2.D; TEKS 3.3.D**

REVIEW HOMOPHONES AND HOMOGRAPHS (5 MIN.)

- Have students recall the previously learned concept in the last lessons: *homophones* and *homographs.* Have students turn and talk to a partner about what they remember from the homophone and homograph lessons.
- Write two word pairs on the board: *steal/steel* and *letter/letter*.
- Point to the word pair *steal/steel*. Have the students turn and talk to a partner about what they notice about *steal/steel*? What is the same? What is different? Provide sentence frames to support responses: " I noticed that ___ and ___ look similar but have different meanings. The words ___ and ___, the spelling is almost the same, but one word means ___, and the other refers to ___."
- Ask students: "Are these words homophones or homographs?" *(homophones)*
- Ask students, "How do you know these are homophones?" *(They sound the same but have different meanings and are spelled differently.)*
- Point to the word pair *letter/letter*. Have the students turn and talk to a partner about what they notice about *letter/letter*? What is the same? What is different? Provide sentence frames to support responses: " I noticed that ___ and ___ look similar but have different meanings. The words ___ and ___, the spelling is almost the same, but one word means ___, and the other refers to ___."
- Ask students: "Are these words homophones or homographs?" *(homographs)*
- Have students turn and talk with a partner about how they know these are homographs. *(They're spelled the same but have different meanings.)*

TEKS 3.2.B.ii Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Writing

Vocabulary

Beginning

Have students use the defined words from Activity Page 11.1 to author new sentences. Remind students that when writing sentences that use homophones, it is important to add context. If necessary, brainstorm words related to the homophones. When they write their sentences, challenge them to include a few of the brainstormed words in each sentence.

Intermediate

When writing sentences that use homophones, it is important to add context. Write sentences using the words from Activity Page 11.1. Then read the sentence to a partner and discuss the homophones using sentence frames such as: In my sentence, I used _____ which is spelled _____ and means _____.

Advanced/ Advanced High

Use words from Activity Page 11.1 to create a paragraph. Share paragraph aloud with a partner. The partner should listen and identify the spelling of the homophones.

ELPS 2.A; ELPS 5.B

IDENTIFY AND SPELL HOMOPHONES AND HOMOGRAPHS (10 MIN.)

- Direct students to Activity Page 11.1.
- Explain that in the first part of the activity page, students will fill in three sentences with the correct homophones from the word bank. In the next part of the activity page, students will select the correct definitions for two homographs in the multiple-choice questions provided. Then have students write one pair of homographs and one pair of homophone words.
- Release students to complete Activity Page 11.1 independently.

Activity Page 11.1

Activity Page 11.1: Identify and Spell Homophones and Homographs

Collect Activity Page 11.1 to assess students' ability to spell homophones and identify the meaning of homophones and homographs. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 11: Review Homophones and Homographs

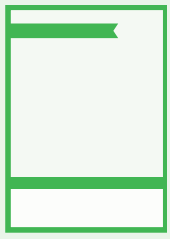
Reading

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 3.4**

Reader



Pages 38–49

PARTNER READ EVERYDAY HEROES (15 MIN.)

- Pair students with reading partners using past observations and assessments.
- Tell students that they will partner read the previous section of *Everyday Heroes* from Chapter 3, pages 38–49.
- Review 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.

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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

bobbies, n., Members of the first formal police force formed in London, England, in the 1800s
Example: The "bobbies" made sure that the streets were safe in London during the 1800s.

constable, n., a peace officer of a town
Example: The constable made sure that the town was protected from lawbreakers.

Sheriff, n., an elected officer of a county
Example: The sheriff rode to the town hall meeting on his horse.

enforce, v., to set a rule with the expectation of compliance
Example: The police officer helps keep the city safe by enforcing the laws.

dispute

1. n., a disagreement
Example: The dispute between the friends was settled with a compromise.
2. v., to argue about something
Example: They disputed over who should take out the trash, but eventually, they worked it out.

- 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *dispute* 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 "Police Officers"			
Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	bobbies constable sheriff	enforce	
Multiple-Meaning Words		dispute	
Sayings and Phrases			

- Model partner reading with a student volunteer, alternating reading sentences and providing assistance to each other as needed. Also while partner reading, model appropriate reading with accuracy. Read a sentence with incorrect pronunciation and then reread it correctly, emphasizing the correct pronunciation of the word.
- Model giving your reading partner feedback, using the sentence stems from the Partner Reading Feedback from Unit 1:
  - You did a great job when you _____.
  - I like how you _____.
  - I liked it when you _____.
  - You corrected yourself when _____.
  - The best part of your reading was when you _____.
- Today, students will follow these Partner Reading routines.

  1. Open Reader

  2. Partner Up

  3. Take turns reading paragraphs

  4. After reading, provide feedback to your partner about accuracy. Use the stems provided such as, "You read faster and more accurately as we practiced."
- Have students repeat these steps back to you and then have them start the Partner Reading routine.

- Direct students to alternate reading sentences from the section. If time allows, encourage students to partner read an excerpt from a previous section.
- After several minutes, have students evaluate each other's reading by giving each other positive feedback. Point out the sentence stems from the Partner Reading Feedback. Listen for effective student feedback. For example:
  - *You did a great job reading clearly so that I could understand every word.*
  - *I like how you sounded as if you were speaking to an audience.*
  - *You corrected yourself when you first read disputes incorrectly.*
  - *The best part of your reading was how you had a good pace and didn't read too fast or too slow.*
- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading.
- Choose strategic pausing points to check for comprehension. Example prompts include:
  1. **Literal:** What are some of the roles police officers have in the community? *(design community programs, direct traffic, and help with everyday problems)*
  2. **Evaluative:** If you were a police officer for a day, how would you help your community? *(Answers may vary.)*
  3. **Inferential:** After reading this text, what insights can you conclude that are driving motivational factors for people becoming police officers? *(Answers may vary.)*
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - Some of the roles that police officers participate in are _____.
  - Some insights are _____.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback such as, "Good job going back and rereading that word in the sentence! I like how you sounded the word out and then reread the sentence."

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading/Viewing Closely

Beginning

In pairs, have students look at the images in Chapter 3 and discussing what they see. Provide sentence stems: "I notice that __." "In this picture, I see __."

Intermediate

Pair students and have them discuss parts of Chapter 3 they enjoyed and parts they didn't. Provide sentence frames: "I liked __ because __. I didn't like when __."

Advanced/ Advanced High

After reading, in pairs, have students find all of the references to different titles for police officers in Chapter 3. Have them discuss the meaning of these titles. Provide sentence frames: "I found ____ in the text. It refers to _____."
ELPS 1.E; ELPS 4.F

Challenge

Invite partners to create their own discussion questions on what they've read from *Everyday Heroes* so far and move into small groups to engage in a short seminar-style discussion.

Check for Understanding

As you observe partner reading, note students who need additional practice in fluency, including accuracy, rate, and prosody. Consider pulling these students aside to better assess and address fluency gaps.

End Lesson

Lesson 11: Differentiated Instruction

Additional Support

MORE HELP WITH HOMOPHONES AND HOMOGRAPHS

- Consider hanging images of the homophones and homographs used in Homophone and Homograph Pictionary game around the classroom for students to reference as they play the game.

LESSON

12

INTRODUCE

Suffixes –able and –ible

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will spell words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.2.B.vii; TEKS 3.2.D**

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

Reading

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

Students will read and pronounce Tricky Word *patrolling*. **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 affixes. **TEKS 3.2.B.viii;; TEKS 3.3.C**

FORMATIVE ASSESSMENT

Activity Page 12.1 — **Use Suffixes *–able* and *–ible***
TEKS 3.2.B.vii; TEKS 3.2.D; TEKS 3.3.C

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.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 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Suffixes *–able* and *–ible*	Whole Group	7 min.	❑ Spelling Rules for Suffixes *–able* and *–ible* (TR 12.1) ❑ Spelling Rules for Suffixes *–able* and *–ible* (Digital Component 12.1)
Use Suffixes *–able* and *–ible*	Independent	8 min.	❑ Activity Page 12.1 ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 50–53) ❑ Anecdotal Reading Record
Practice with Pattern Wrap Up	Whole Group	5 min.	❑ whiteboard or chart paper ❑ paper ❑ *Everyday Heroes* (pp. 50–53)

ADVANCE PREPARATION

Note to Teacher

- Consider reminding students that while there are spelling rules for *–able* and *–ible* suffixes, there will always be exceptions to those rules. One example is the word *accessible*, which contains the complete base word *access*. According to the rules, it should use the *–able* suffix but instead is spelled with *–ible*. It may be useful to provide students with a list of words that contain exceptions to the rules provided in the lesson.

Foundational Skills

Digital Component 12.1

- Create an enlarged version of Spelling Rules for Suffixes *–able* and *–ible* to display, or prepare to display the digital version.

Reading

- Preview the section of the Reader that will be read during this lesson to model fluent paragraph reading, adjusting pitch to emphasize important words or ideas, and using context to determine the meaning of an unfamiliar word. Consider using sticky notes to mark this section.

Universal Access

- Gather index cards to support students in writing words that have suffixes *–able* and *–ible*.
- Prepare sentence stems to provide to students:
  - To me, community means _____.
  - One person in my community is _____.
  - The police officers help _____ by _____.
  - The firefighters help _____ by _____.
- For additional support with suffixes *–able* and *–ible*, prepare to provide flashcards or cut out word segments to support students in creating words independently or in pairs. Additionally, have a whiteboard or piece of paper available.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Vocabulary

Beginning

To help students with the *–ible* and *–able* endings, have students work with a partner to brainstorm a sentence aloud using one of the words from the lesson.

Intermediate

To help students with the *–ible* and *–able* endings, have students brainstorm words that have *–ible* and *–able* endings. Have them write them on index cards. With a partner have them read the index cards and sort them into two piles: *–able* ends and *–ible* endings.

Advanced/ Advanced High

Direct students to draw a T-chart. One side with be *–able* words the other side *–ible* words. Have students list words for both suffixes and read their list to a partner. **ELPS 1.E; ELPS 5.B**

Lesson 12: Introduce Suffixes *-able* and *-ible*

Foundational Skills

15M

Primary Focus: Students will follow, restate, and give oral instructions that involve spelling words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.1.B**

Students will spell words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.2.B.vii; TEKS 3.2.D**

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

INTRODUCE THE SUFFIXES -ABLE AND -IBLE (7 MIN.)

- Have students recall the previously learned concept in the last lessons: *homophones* and *homographs.* Have students turn and talk to a partner about what they remember from the homophone and homograph lessons.
- Have students turn and talk to their partner about what they know about the suffixes *–able* and *–ible.*
- Write the word *comfort* on the board. Have students read it aloud.
- Remind students that a suffix is a combination of letters added to the end of a base word that changes the meaning of the word.
- Point to *comfort* and explain that it is a base word or a word that can stand on its own.
- Add the suffix *–able* to the end of *comfort* and ask students to read the new word aloud (*comfortable*).
- Explain that the suffix *–able* means "capable of," "able to," or "suitable for." In the case of the word *comfort*, it adds the meaning "capable of comfort."
- Explain that this suffix is used to turn a noun into an adjective. Therefore, when you add *–able* to the noun *comfort*, it turns it into the adjective *comfortable*, which describes a place or thing that is capable of giving comfort.
- Tell students that there are two suffixes with this meaning: *–able* and *–ible*. Explain that there are different spelling rules for each suffix.
- Display Spelling Rules for Suffixes *–able* and *–ible* as you read them aloud.

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

Digital Component 12.1

- Turn and talk to a partner about other examples that follow that particular rule (e.g. If you take away *–able*, you are usually left with a complete base word; examples include *acceptable/accept, renewable/renew*).

USE SUFFIXES -ABLE AND -IBLE (8 MIN.)

- Direct students to activity page 12.1 as you continue to display Spelling Rules for Suffixes *–able* and *–ible*.
- Explain that for the first part of the activity page, students will use the spelling rules to fill in the word with the correct suffix. For the second part, students will fill in the sentences with the correct word from the word bank.
- Direct students to the first word. Ask: What suffix would we add to the base *depend*? *(–able)*
- Ask: How do we know? (It should be spelled using the *–able* suffix because when you remove the suffix, you're left with a complete base word, *depend*.)
- Remind students of the meaning of the suffixes *–able* and *–ible*, which will help them determine the meaning of each word in the second part of activity page 12.1.
- Release students to complete activity page 12.1.
- Remind students to write neatly in cursive. Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as, "Remember to keep your letters consistently sized. Try making your 'b' a bit taller to match the height of your other letters."
- Continue to display the Spelling Rules for suffixes *–able* and *–ible* for student reference.

Activity Page 12.1: Use Suffixes *–able* and *–ible*

Collect Activity Page 12.1 to assess students' ability to identify and spell words with the suffixes *–able* and *–ible*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Activity Page 12.1

Challenge

Challenge students to create a crossword puzzle or word search game using *-able* and *-ible* words. Invite them to include exceptions to the rules reviewed in the lesson.

Lesson 12: Introduce Suffixes *–able* and *–ible*

Reading

15M

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

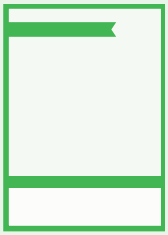
Students will read and pronounce Tricky Word *patrolling*. **TEKS 3.2.A.vii**

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 affixes. **TEKS 3.3.C**

READ EVERYDAY HEROES (10 MIN.)

Reader



Pages 50—53

- Before reading, have students turn and talk to a partner about what they read in the Reader. Encourage students to review the types of heroes covered so far by using "can, have, are" when describing each job. Talk about new unfamiliar words they have learned about and what they think the Reader will talk about today.
- Explain that today, students will read from the Reader, *Everyday Heroes*, Chapter 3 "A Day in the Life of a Police Officer," starting on page 50 and ending on page 53.
- 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.

valuable

1. adj., worth a great deal of money
Example: The police officer was stationed at the bank to protect valuable items and assets.

2. n., an item of great worth
Example: Grandma keeps her valuables in the safe.

feasible, adj., likely to happen
Example: Even though cars are faster, riding a bicycle or scooter is a feasible option too.

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

- 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. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *valuable* 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 "Police Officers"

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

- Display the Tricky Word, read the word, and use it aloud in a sentence:
  - *patrolling*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *patrolling* (Explain that the 'o' makes an /oe/ sound)
- Invite students to share what they already know about the meaning of the word.
- Guide the class in reading a few sentences from "A police officer's . . ." Model fluent reading by adjusting your pitch while reading to emphasize important words and ideas. Have students silently read and follow along for the first paragraph.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Beginning

Discuss the word *community* and ask students what *community* means to them. List people in the community. Provide sentence stems such as: "To me, community means _____. One person in my community is _____."

Intermediate

Have students work in pairs to write a sentence about a first responders in their community. Use sentence frames such as, "The police officers help _____ by _____. The firefighters help _____ by _____."

Advanced/Advanced High

Have students write a paragraph about what their community looks like and who helps their community. Have students take turns reading their paragraphs to a partner and then discuss their similarities and differences.

ELPS 1.E; ELPS 4.G

- Model how to use context to determine the meaning of unfamiliar words, for example the word *feasible. (The word must mean if it is possible because it is talking about different modes of possible transportation for police officers.)*
- Choose strategic pausing points to check for comprehension. When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Example prompts include:
  1. **Inferential:** In which ways do police officers interact with the community to help solve community problems? *(by making sure people are learning and following the laws)*
  2. **Inferential:** Look at the word *feasible* in this sentence, "Each day involves patrolling the streets by car, bike, or foot—or sometimes even by horse if it's feasible!" Use the context in this sentence to determine the meaning of *feasible*. *(When something is likely to happen. In this sentence it is saying that police have lots of options but they could travel by horse.)*
  3. **Literal**: What does a police officer do during a typical day? *(meetings, patrolling, community events, and responding to radio calls)*
  4. **Evaluative**: In what ways do police officers patrolling benefit the community? *(keeps a watchful eye on the community and lets people know you are available to lend a helping hand)*
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence frames:
  - An important part to consider is _____.
  - It helps by _____ and _____.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback. "Nice job adjusting your pitch while reading. Especially when you increase the pitch at the part with the exclamation mark!"

PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper four words with *–able* or *–ible* suffixes in the section of the Reader that they just read.
- Have students share the words and display them on the board or chart paper: *valuable, feasible, visible, noticeable.*
- Read each word aloud. Direct students to echo you.

- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.

Check for Understanding

As students identify the meaning of and spelling rule for each word with an *–able* or *–ible* suffix, make note of students who need additional practice. Pause to confer with students, reminding them of the rules they learned earlier in the lesson.

End Lesson

Lesson 12: Differentiated Instruction

Additional Support

MORE HELP WITH SUFFIXES –ABLE AND –IBLE

Word Race

- Divide students into teams.
- Call out a word with an *–able* or *–ible* suffix and teams race to write the word correctly on a whiteboard or piece of paper.
- The first team to spell the word correctly earns a point.

Final Stable Syllable Words: *stable, flexible, sizable, parable, reversible, lovable capable, compatible, payable, incredible*

Support

Pull out the dictionary and look up any words that students don't understand.

Challenge

Invite students to rewrite an excerpt from this section of the Reader, adding in as many *–able* or *–ible* words as they can

LESSON

13

REVIEW

Suffixes

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will spell words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.2.B.vii**

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

Reading

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

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

FORMATIVE ASSESSMENT

Activity Page 13.1 — Suffixes *–able, –ible* and *–ish*
TEKS 3.2.D; TEKS 3.3.C

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			
Review the Suffixes *–able* and *–ible* and Introduce the Suffix *–ish*	Whole Group	5 min.	❑ Spelling Rules for Suffixes *–able* and *–ible* (Digital Component 12.1)
Use Suffixes *–able, –ible* and *–ish*	Independent	10 min.	❑ Activity Page 13.1 ❑ Grade 3 Foundational Skills Record
Reading			
Read *Everyday Heroes*	Whole Group	10 min.	❑ *Everyday Heroes* (pp. 54–57) ❑ Partner Reading Feedback ❑ Anecdotal Reading Record
Practice with Pattern Wrap Up	Whole Group	5 min.	❑ *Everyday Heroes* (pp. 54–57) ❑ whiteboard or chart paper ❑ paper

ADVANCE PREPARATION

Note to Teacher

- Consider explaining to students that not all words that end in *-ish* contain the suffix *–ish*. Verbs that end in *–ish*, such as *publish* and *establish*, or nouns such as *fish* and *radish*, don't contain the same suffix that means 'somewhat,' 'similar to,' or 'related to.' Remind students that the suffix *–ish* is added to a noun to turn it into an adjective and that nouns or verbs that end in *–ish* would not be examples of words with the *–ish* suffix.

Foundational Skills

- Gather Spelling Rules for Suffixes *–able* and *–ible* from Lesson 12 to display as you review the suffixes *–able* and *–ible*.

Digital Component 12.1

Reading

- Preview the section of the Reader that will be read during this lesson to model reading with expression and using context to determine the meaning of an unfamiliar word. Consider using sticky notes to mark this section.

Universal Access

- Prepare sentence stems to provide to students: Police officers might _____ at school. I saw a police officer at _____.
- Create a list of example words with the suffix *–ish* that includes visual representations for each word to hang for reference during the lesson.
- For additional practice with suffixes, prepare to move students into small groups of three or four. Prepare to provide each group with a set of I Have, Who Has? Cards, and divide the cards evenly among the group, so that each student in each group has six or seven cards.

Start Lesson

Lesson 13: Review Suffixes

Foundational Skills

15M

Primary Focus: Students will spell words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.2.B.vii**

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

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.

REVIEW THE SUFFIXES –ABLE AND –IBLE AND INTRODUCE THE SUFFIX –ISH (5 MIN.)

- Display Spelling Rules for Suffixes *–able* and *–ible* from Lesson 12 (Digital Component 12.1). Have students turn and talk about Lesson 12 suffixes. Today we are going to review past suffixes and introduce a new suffix *–ish*.
- Ask students, "Using our spelling rules, is the word *terrible* spelled with the *–able* or *–ible* suffix?" *(the –ible suffix)*
- Ask students, "What rule does this follow?" *(It follows the rule "Often if you take away –ible, you are not left with a complete base word." In this case, if you take away –ible, you would be left with 'terr', which isn't a complete word.)*
- Ask students, "Using these rules, is the word *manageable* spelled with the *–able* or *–ible* suffix?" *(the –able suffix)*
- Ask students, "What rule does this follow?" *(It follows the rule "If you take away –able, you are usually left with a complete base word." If you take away –able, you are left with 'manage,' which is a complete word.)*
- Remind students that they can use the suffixes *–able* and *–ible* to determine the meaning of a word. If the suffix *–able* means "capable of," "able to," or "suitable for," then *manageable* means "able to be managed."
- Write the word *babyish* on the board and underline the suffix *–ish*.
- Explain that today students will learn about another suffix, *–ish*. Point to *babyish* and direct students to read the word aloud.
- Tell students that the suffix *–ish* means "somewhat," "like," or "related to." Like *–able* and *–ible*, the suffix *–ish* is added to a noun to turn it into an adjective. When you add *–ish* to the word *baby*, it means "like a baby."
- Explain that the suffix *–ish* is almost always added to the end of the word without changing the spelling of that word.
- Have students create a list of words that end with *–ish*. Think of words with two syllables or more that include *–ish*.

Challenge

Challenge students to create a list of *–ible* words with Latin origins, and to use the dictionary to research how the Latin root of each word can help them identify its meaning, recording their findings in a notebook or on looseleaf.

USE SUFFIXES –ABLE, –IBLE, AND –ISH (10 MIN.)

Activity Page 13.1

- Direct students to Activity Page 13.1.
- Complete the sentences with the correct word from the word bank. Remind students to write their responses in cursive.

- Circulate and monitor to check for correct words in the blanks. Provide immediate and corrective feedback such as, "Make sure to read the sentence after filling in the blanks. This will help you know if the sentence makes sense."

Activity Page 13.1: Use Suffixes *–able*, *–ible* and *–ish*

Collect Activity Page 13.1 to assess students' ability to identify the meaning of words with *–able, –ible,* and *–ish* suffixes. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 13: Review Suffixes

Reading

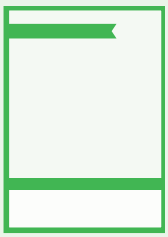
15M

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

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

READ EVERYDAY HEROES (10 MIN.)

Reader



Pages 54—57

- Explain that today, students will continue reading the Reader, *Everyday Heroes*, Chapter 3 starting on page 54. Before starting, have students turn and talk about what they have learned from the Reader so far. Is there anything else they wanted to learn about first responders? Encourage students to use the sentence frame: I already learned _____ and I want to learn _____.
- Provide students with a vocabulary word related to the text, *genuine*. Instruct students to indicate whether they are familiar with the word (Yes/No) and to predict its meaning based on context or prior knowledge.
- 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 the word.

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

genuine, adj., authentic, true to oneself
Example: The police officer's genuine concern for everyone in the community was obvious by how hard they worked to keep everyone safe.

- Conduct a brief discussion about the word in the chart. For example, show the word and ask students what prior knowledge they may have about the word and where they might have seen it. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each.
- 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 "Police Officers"

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

- Guide the class in reading from "Another part of..." to "...all they do."
- Model fluent reading for a few sentences by using expression. This will help convey the meaning and emotion in the text. Have students read quietly while you read aloud.
- Model how to use context to determine the meaning of unfamiliar words.
- Choose strategic pausing points to check for comprehension. Example prompts include:

1. **Literal:** What sort of outreach programs can police officers be a part of to get to know the community even better? *(by visiting schools and going to community events)*

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading/Viewing Closely

Beginning

Ask students if they have ever seen a police officer. Where did they see one? Have they seen one at school? What might police officers do at school? Provide sentence stems such as: "Police officers might _____ at school. I saw a police officer at _____."

Intermediate

In pairs, make a list of what a police officer may do during a typical day. Use the text to help.

Advanced/Advanced High

Have students choose one of the first responders and write about how they help make the community safe.

ELPS 1.E; ELPS 4.G

2. **Literal:** What is the first thing a police officer does when they arrive on the scene of an emergency? *(They make sure everyone is safe.)*
3. **Inferential:** What does *essential* mean in the sentence "Paramedics, firefighters, and police officers are essential to keeping communities safe and peaceful"? What words or ideas in the text help you figure it out? *(It means absolutely necessary. We need police officers to help our communities stay safe.)*
4. **Evaluative:** Why are first responders considered real-life heroes? *(They help us in emergency situations and risk their lives doing that.)*

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence frames:
  - Police Officers can _____.
  - They are considered _____ because _____.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback. For example, "Your expression while reading was great! I like how you changed your tone and volume to match what was happening in the Reader."

PRACTICE WITH PATTERN WRAP UP (5 MIN.)

- Direct students to go back into Chapter 1 and Chapter 2 to search for and list on a piece of paper three words with *–able* or *–ible* suffixes in those sections of the Reader.
- Have students share the words and display them on the board or chart paper: *stable, able, possible.*
- Read each word aloud. Direct students to echo you.
- Have students turn to a partner and take turns using each word in a sentence. Circulate and monitor, offering support for any words students may not understand the meaning of.

Check for Understanding

As you check for comprehension while reading, note students who need additional practices to recall key ideas from the text. Consider pulling these students aside to better assess and address comprehension gaps.

End Lesson

Support

Have students use the dictionary to look up any words they still do not understand.

Lesson 13: Differentiated Instruction

Additional Support

MORE HELP WITH SUFFIXES

Play I Have, Who Has?

- Move students into small groups of three or four. Provide each group with a set of I Have, Who Has? Cards, and divide the cards evenly among the group, so that each student in each group has six or seven cards.
- Explain the game instructions:
  - The player with the card that reads I Have the First Card will start by reading the question on their card.
  - The player whose card has the answer to that question will read their answer, and then read the question on their card.
  - The game continues until all the cards have been read, and the final student reads, "I Have the Last Card."
- Model how to play the game with one of the cards: Who has Able to Be Seen? Show students the card with the word *visible* on it. Explain that the player who has that card will then read the question under the word *visible*, Who has Able to Give Comfort? The student who has that answer will then read their answer and the question on their card.
- Release students to play I Have, Who Has?
- Provide students the choice to work independently during the I Have, Who Has? game by providing them with a set of their own cards that they can put in order to show their knowledge of the meaning of each word.
- The I have, Who Has Cards can be found in the Teacher Resources under the Additional Support Activity Pages section.

LESSON

14

Fluency Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Students will spell homophones. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.B.ii; TEKS 3.2.D**

Students will identify, use, and explain the meaning of homophones and homographs. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.D**

Students will communicate politely during Roll It and Read It. **TEKS 3.1.E**

Students will self-select a text and read independently for a sustained period of time. **TEKS 3.4; TEKS 3.5**

Reading

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

FORMATIVE ASSESSMENT

Activity Pages 14.2, 14.3

Fluency Assessment
TEKS 3.4

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 other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.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; (ii) spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **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; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Play Roll It and Read It	Small Group	15 min.	❑ Roll It and Read It Game Boards (TR 14.1) ❑ Activity Page 14.1 ❑ dice ❑ game pieces
Self-Sustained Reading	Independent	15 min.	❑ recreational reading options ❑ Self-Sustained Reading Tracker (TR 15.1)
Reading			
Fluency Assessment	Independent	30 min. (concurrent with Foundational Skills activities)	❑ Activity Pages 14.2, 14.3 ❑ Unit 7 W.C.P.M Calculation Sheet (TR 14.1) ❑ Grade 3 End-of-Year Summary ❑ stopwatch or clock

ADVANCE PREPARATION

Note to Teacher

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

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

The second part of the assessment takes place in the next lesson. It is a reading and spelling exercise targeting each of the skills taught in Unit 7.

Foundational Skills

- Prepare student pairings to play Roll It and Read It.
- Prepare one copy of each game board in the Roll It and Read It Game Boards for each pairing.
- Gather game pieces (one per student) and dice (one die per pairing).
- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Provide the Self-Sustained Reading Tracker (TR 15.1) to students during self-sustained reading to keep track of the books they read.

Universal Access

- Consider offering students the choice to review diphthongs, homophones, and homographs independently instead of playing a partner game, by providing cut-outs of the diphthong spellings that they can use to create words, and of homophones and homographs that they can use to create sentences.
- Gather classroom resources that may assist students in creating their review game for the Challenge activity. Items may include poster board, index cards, scissors, glue, etc.

Activity Page 14.1

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading Closely

Beginning

For self-sustained reading, have students focus on improving fluency in English by providing independent level texts that students can read to themselves or whisper read. Encourage them to read and practice again and again.

Intermediate

For self-sustained reading, have students focus on improving fluency in English by providing independent level texts that students can read to themselves or whisper read. Encourage them to read and practice again and again. Think of questions about the text while reading.

Advanced/ Advanced High

For self-sustained reading, have students focus on improving fluency in English by providing independent level texts that students can read to themselves or whisper read. Think of questions about the text and write them down while reading.

ELPS 4.H

Lesson 14: Fluency Assessment

Foundational Skills

30M

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

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

Students will spell homophones. **TEKS 3.1.B; TEKS 3.1.D; EKS 3.2.B.ii; TEKS 3.2.D**

Students will identify, use, and explain the meaning of homophones and homographs. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.2.D; TEKS 3.3.D**

Students will communicate politely during Roll It and Read It. **TEKS 3.1.E**

Students will self-select a text and read independently for a sustained period of time. **TEKS 3.4; TEKS 3.5**

PLAY ROLL IT AND READ IT (15 MIN.)

- Replace with: Explain that students will be called individually to take their Fluency Assessment. While they are waiting their turn, they will play a game to review the unit skills. Students should use whisper voices because their peers will be concurrently testing as they play the review game.
- Have students open to Activity Page 14.1.
- Move students into pairs. Provide each pairing with two different Roll It and Read It Game Boards (one for diphthongs and one for homophones and homographs), two game pieces and one die.
- Explain that students can choose to start with either the game board containing diphthongs, or the board with homophones and homographs. They will play with each board for ten minutes. Review the game instructions and remind students to speak politely to their partners in all situations.
  - One player rolls the die.
  - That player moves their game piece the number of spaces indicated by the die number.
  - For the diphthong game board, the player reads all of the words with diphthong sounds from the start of the game board to the space they landed on.

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 other by following agreed-upon rules, norms, and protocols; **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.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** 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; (ii) spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- For the homophone and homograph game board, the player creates a sentence using the homophone or homograph they landed on and writes the sentence in Activity Page 14.1. If the player lands on a homograph, they should write two sentences: one for each meaning of the homograph. Remind students to write their sentences in cursive, leaving spaces between words.
  - The student who arrives at the end of the game board first wins.
- Students can play multiple rounds if time permits, as long as they are spending ten minutes with each game board.

SELF-SUSTAINED READING (15 MIN.)

- Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Transition students to quiet reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as breaking the text into chunks and taking short breaks between chunks, or quietly transitioning to a different location in the room.

Check for Understanding

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

Challenge

Encourage students to create their own game boards with examples of words with the diphthongs /aw/, /oi/, and /ou/, or with examples of homophones and homographs.

Support

While reading, remind students about the high frequency words and tricky words that they have been learning.

Lesson 14: Fluency Assessment

Reading

30M

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

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

FLUENCY ASSESSMENT (30 MIN.)

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

Activity Pages 14.2, 14.3

- Have one student at a time come to a quiet assessment area to read "Maya and the Monster" with you.
- Ask the student for Activity Page 14.2 (Fluency Assessment) and Activity Page 14.3 (Fluency Assessment Questions).
- Tell the student that you are going to ask him or her to read the story aloud.
- 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:

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.

Activity Page 14.3: Fluency Assessment

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the Unit 7 W.C.P.M. Calculation Sheet.
- 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 288 words as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
  - Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.

Challenge

Invite students to write and read aloud a speech highlighting the positive contributions of first responders in their communities.

- 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	161	90th
3:05	137	75th
4:05	97	50th
5:55	79	25th
8:00	62	10th

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

End Lesson

LESSON

15

Reading and Spelling Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read and spell multisyllabic words with diphthongs. **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**
- Students will spell words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.2.B.vii; TEKS 3.2.D**
- Students will spell homophones. **TEKS 3.2.B.ii; TEKS 3.2.D**
- Students will identify the meaning of and use words with affixes. **TEKS 3.3.C**
- Students will identify, use, and explain the meaning of homophones and homographs. **TEKS 3.3.D**

Reading

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

FORMATIVE ASSESSMENT

Activity Pages 15.1, 15.2

Reading Assessment
TEKS 3.2.A.ii; TEKS 3.3.D

Spelling Assessment
TTEKS 3.2.B.i; TEKS 3.2.B.ii; TEKS 3.2.B.vii; TEKS 3.2.D; TEKS 3.3.C

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** 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; (ii) spelling homophones; (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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

LESSON AT A GLANCE

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

ADVANCE PREPARATION

Note to Teacher

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

Foundational Skills

- Provide colored pencils for students to use when checking and correcting their spelling on Activity Page 15.2.

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.
- Provide the Self-Sustained Reading Tracker (TR 15.1) to students during self-sustained reading to keep track of the books they read.

Universal Access

- Consider providing texts in students' home languages and audiobooks during independent reading.
- Prepare sentence stems to provide to students:
  - Today I read about...
  - _____ reminded me of...
  - What surprised me was...
  - From the reading, I learned that...

Lesson 15: Reading and Spelling Assessment

Foundational Skills

20M

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

- Students will spell words with suffixes that change the base word by dropping final 'e' or changing 'y' to 'i'. **TEKS 3.2.B.vii; TEKS 3.2.D**
- Students will spell homophones. **TEKS 3.2.B.ii; TEKS 3.2.D**
- Students will identify the meaning of and use words with affixes. **TEKS 3.3.C**
- Students will identify, use, and explain the meaning of homophones and homographs. **TEKS 3.3.D**

READING ASSESSMENT (10 MIN.)

Activity Page 15.1

- 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. awful	6. around
2. because	7. destroy
3. audience	8. appoint
4. power	9. visible
5. announce	10. changeable

- Direct students to the next section of Activity Page 15.1. Explain that they will read the remaining questions and circle one correct answer for each question.

SPELLING ASSESSMENT (10 MIN.)

Activity Page 15.2

- Have students open to Activity Page 15.2.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.

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** 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; (ii) spelling homophones; (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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Direct students to complete their responses in cursive.
- Repeat this procedure with each of the remaining words.

1. audio	8. tale
2. powerful	9. sea
3. cloudy	10. see
4. royal	11. terrible
5. poison	12. comfortable
6. crawling	13. foolish
7. tail	

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: I took a shower because my feet were dirty. Read 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: Spelling & Reading Assessments

Collect and assess Activity Pages 15.1 and 15.2. Identify any patterns that are beginning to develop or are persistent among individual students. Record scores on the Grade 3 End-of-Year Summary for each student. Use the Reading Assessment Scoring 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.

Challenge

Invite students to explain in their own words why their answers are the correct spelling, using the rules learned for each diphthong.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Reading

Reading Closely

Beginning

To support students with independent reading, ensure they have material that is on their reading level. You may also provide some sentence starters so that they can reflect on what they have read: "Today I read about..." "_____ reminded me of..."

Intermediate

To support students with independent reading, ensure they have material that is on their reading level. You may also provide some sentence starters so that they can reflect on what they have read: "What surprised me was..."

Advanced/ Advanced High

To support students with independent reading, ensure they have material that is on their reading level. You may also provide some sentence starters so that they can reflect on what they have read: "From the reading, I learned that...". Encourage students to share their reflections with a partner. **ELPS 4.H**

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

Lesson 15: Reading and Spelling Assessment

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.
- Provide suggestions for how students can maintain focus while reading, such as taking regular breaks to jot down questions or standing up and stretching.

Challenge

Invite students to choose a character or scene from their reading and to create a play, poem, or song inspired by that scene or character.

Check for Understanding

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

End Lesson

Grade 3 I Foundational Skills 7

Pausing Point

This is the end of Unit 7. Analyze the results from the Unit 7 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend 1 to 2 days providing targeted acceleration in the specific areas of weakness. This is also a good time to expand the abilities of students who can go further and need a challenge. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

More Help with Diphthongs

Mix and Mingle — Pages 148, 152, Additional Support Lesson 4

More Help with Homophones and Homographs

Roll It, Read It, Write It — Pages 148, 155, Additional Support Lesson 7

Homophone Bingo — Pages 149, 157, Additional Support Lesson 9

Homophone and Homograph Pictionary — Pages 150, 159

More Help with Tricky Words

Charades Plus — Page 151

MORE HELP WITH DIPHTHONGS

Mix and Mingle

Activity Page PP.1

- Move students into small groups.
- Have students open to PP. 1.
- Explain that students will play a game called Mix and Mingle to create as many words as they can that have *ou* diphthongs.
- Distribute one set of cards from the Mix and Mingle cards per small group. Mix and Mingle Cards can be found at the end of the Pausing Point.
- Direct small groups to move the cards around to create words with *ou* diphthongs. Once they've combined their flashcards to create a word, they must each individually write the word down on. They will then repeat the process to create additional words.
- Model how to combine cards to create *pounded* with the cards *p*, *o*, *u*, *n*, *d*, and *ed*.
- Remind students that in order for their word to count, it must be spelled correctly. Direct students to write words in cursive.

MORE HELP WITH HOMOPHONES AND HOMOGRAPHS

Roll It, Read It, Write It

Activity Page 14.1

- Move students into pairs. Provide each pair with one Roll It and Read It Game Board, one game piece, and one die. Direct students to open to Activity Page 14.1. Game boards are provided at the end of the Pausing Point.
- Explain the game instructions:
  - One player rolls the die.
  - That player moves the game piece the number of spaces indicated by the die number.
  - That player reads the homograph on the space they landed on. Then they write one sentence using one meaning of that homograph while their partner writes a sentence using the other meaning of the homograph, on Activity Page 14.1.
  - The next player rolls the die and repeats the process with the same game piece.
  - The first pair of students who get to the end of their game board with correct sentences for each of the homographs they landed on is the winning group.
  - If time permits, students can play multiple rounds.

- Model how to play the game by following the steps for one turn.
  - Ask students to point to the word second on their game boards.
  - Ask: What is a sentence we can write that uses one of the meanings of the homograph, second?
  - Student: The basketball team won second place at the tournament.
  - Ask: What's a sentence we can write that uses the other meaning of second?
    - Student: You have one second left until the timer goes off.
    - Remind students that they should write their sentences in the lines provided on Activity Page 14.1. Direct them to write in cursive, leaving spaces between words.

Homophone Bingo

- Provide each student with one blank bingo board and six bingo pieces. A blank bingo board is provided at the end of the Pausing Point.
- Create an enlarged version of Homophone Bingo Words and Sentences to display as you review correct spellings for Homophone Bingo. Homophone Bingo Words and Sentences can be found at the end of the Pausing Point.
- Write the following words on the board: *your, you're, their, there, they're, our, are, too, two, to, witch, which.*
- Direct students to write words from the list on the board in any order in the nine squares on their blank bingo boards. Remind them to write a different word in each square.
- Explain the game instructions:
  - Students will listen carefully as you read a sentence using a homophone.
  - If that homophone is on their game board, they will cover it with their bingo piece.
  - The first student to correctly identify a row of three homophones—either vertically, horizontally, or diagonally—on their bingo board will win the game.
  - Remind students that to identify the correct spelling of the homophone on their bingo board, they have to listen closely to how it is used in the sentence.
- Model how to play by reading the following sentence: *We went to visit some friends at their house.* Write *their* on the board and explain that in this sentence, *their* refers to the house of our friends and is a possessive pronoun, so it is spelled *their*, not *they're* or *there*. Direct students to cover *their* with a game piece if they have it on their bingo board.

- Read the five remaining sentences from Homophone Bingo Words and Sentences aloud as students play bingo.
- At the end of the game, display Homophone Bingo Words and Sentences to review the correct spelling of each homophone.

Homophone and Homograph Pictionary

Activity Page PP.2

- Have students open to PP.2 in their Activity Book.
- Move students into pairs. Provide each pair with 8–10 pieces of blank paper.
- Display the Pictionary Word Bank, which is located at the end of the Pausing Point.
- Explain the game instructions:
  - One player picks a homograph or homophone from the displayed list without revealing it to their partner.
  - That player draws an image on a piece of blank paper that represents the homograph or homophone they chose.
  - The other player guesses the homophone or homograph represented by their partner's drawing and writes it down.
  - The first player reveals their word and the other player makes revisions if needed.
  - The next player repeats the process.
  - Pairs play as many rounds as they can in 10 minutes.
- Model how to play the game using the word *sail*. Draw an image on the board and ask students to guess the homophone or homograph it represents. Review the correct word with the students and write it under the image.
- Direct students to write their responses in cursive.
- Release students to play Homophone and Homograph Pictionary.

MORE HELP WITH TRICKY WORDS

- The following box contains all of the Tricky Words for Unit 7.

accidental	ancient	breathe	patient
temperature	unusual	patrolling	

Charades Plus

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

Mix and Mingle Game Cards

Copy and cut out the cards.

ow	ch
ou	er
b	sh
th	c

Copy and cut out the cards.

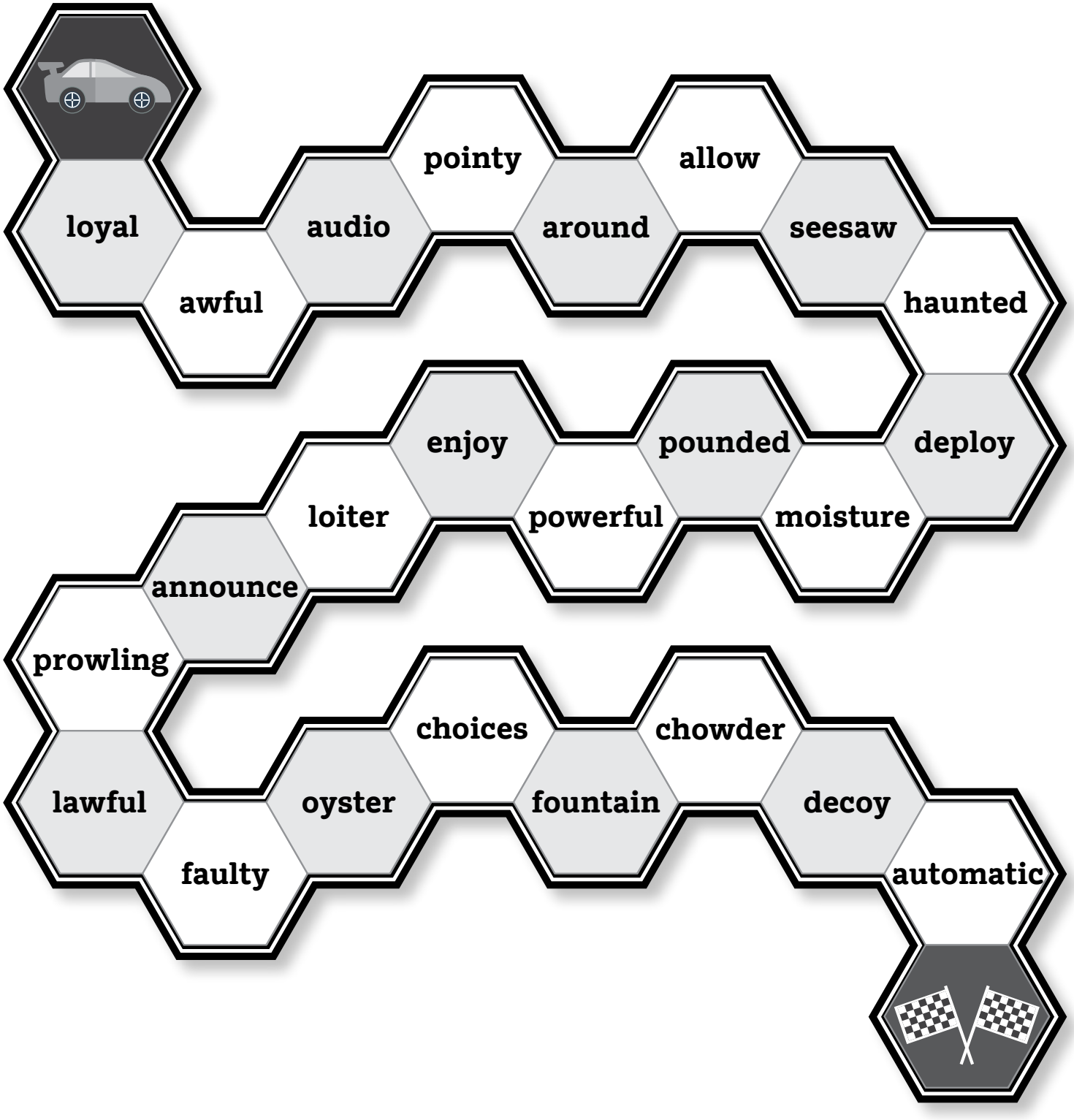
d	t
ed	fl
p	l
ing	n

Copy and cut out the cards.

se	m
r	h

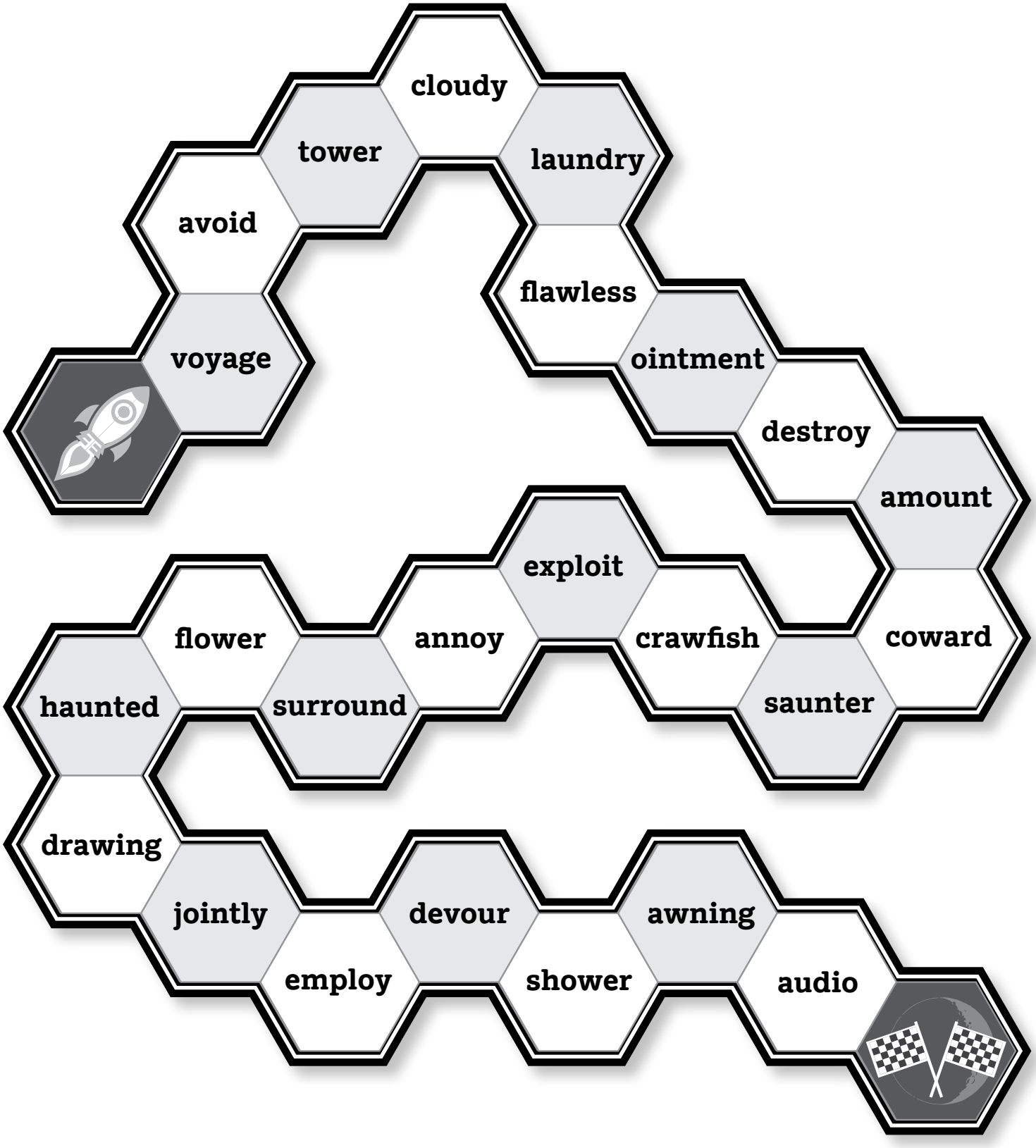
Roll It and Read It Game Boards

Game Board 1



Roll It and Read It Game Boards

Game Board 2



Homophone Bingo Board

Fill in the empty boxes on your bingo board with the provided homophones.

Homophone Bingo Words and Sentences

1. *our*. We love to go with *our* grandmother to the beach.
2. *you're*. I know *you're* going to be happy when we get to the zoo.
3. *your*. It's *your* turn to play the game.
4. *their*. They have *their* own car.
5. *there*. *There* is another path we can take to get to the store.
6. *their.* We went to visit some friends at *their* house.
7. *which.* I couldn't decide *which* dessert to order at the restaurant.
8. *too*. After she saw my new bike, she wanted one *too*.
9. *you're*. *You're* going to love the park!
10. *they're* . Sadly, *they're* leaving town tomorrow.
11. *your*. *Your* job is to wash the dishes and sweep the floor.

Pictionary Word Bank

pail	pale	sale	sail
whale	wail	bail	bale
mail	male	tale	tail
meet	meat	see	sea
seam	seem	peek	peak
beet	beat	steal	steel
feet	feat	weak	week
second	capital	desert	lead
ring	wound	letter	right
left	watch	wave	bank

Teacher Resources

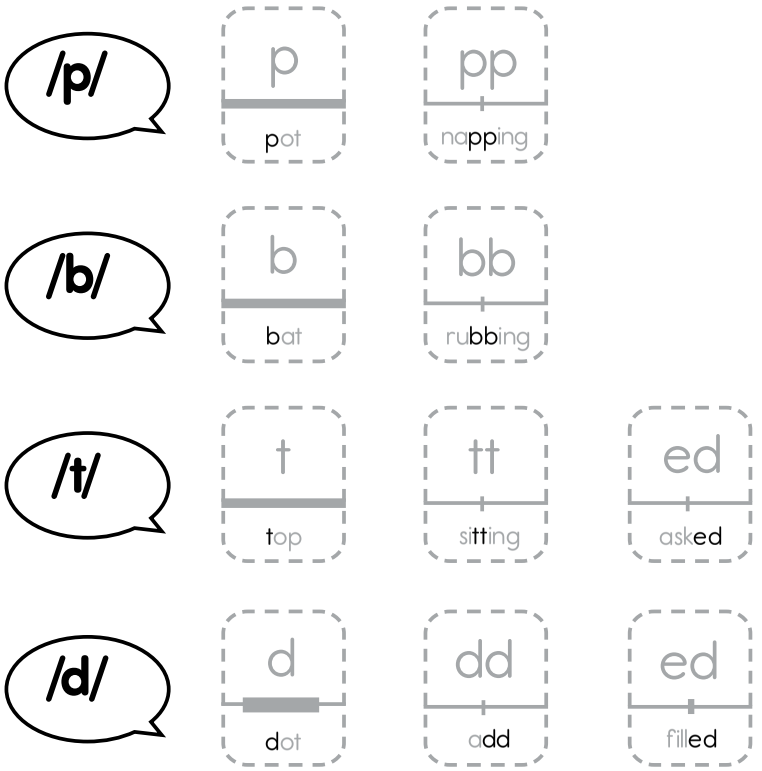
Grade 3	Foundational Skills 7

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 7
Placement Assessment–Analysis of Spelling Errors
TR 1.1 Spell Words with Diphthong /aw/ > aw, au
TR 3.1 Spell Words with Diphthong /ou/ > ou, ow
TR 5.1 Spell Words with Diphthong /oi/ > oi, oy
TR 10.1 Introduction to Homographs
TR 12.1 Spelling Rules for Suffixes -able and -ible
TR 14.1 Roll It and Read It Game Boards
TR 14.2 Unit 7 W.C.P.M Calculation Sheet
TR 15.1 Self-Sustained Reading Tracker
TR 15.2 Reading Assessment Scoring and Analysis
TR 15.3 Spelling Assessment Scoring and Analysis
Unit 7 Tricky Word Assessment (Optional)
Unit 7 Tricky Word Assessment List (Optional)
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

1



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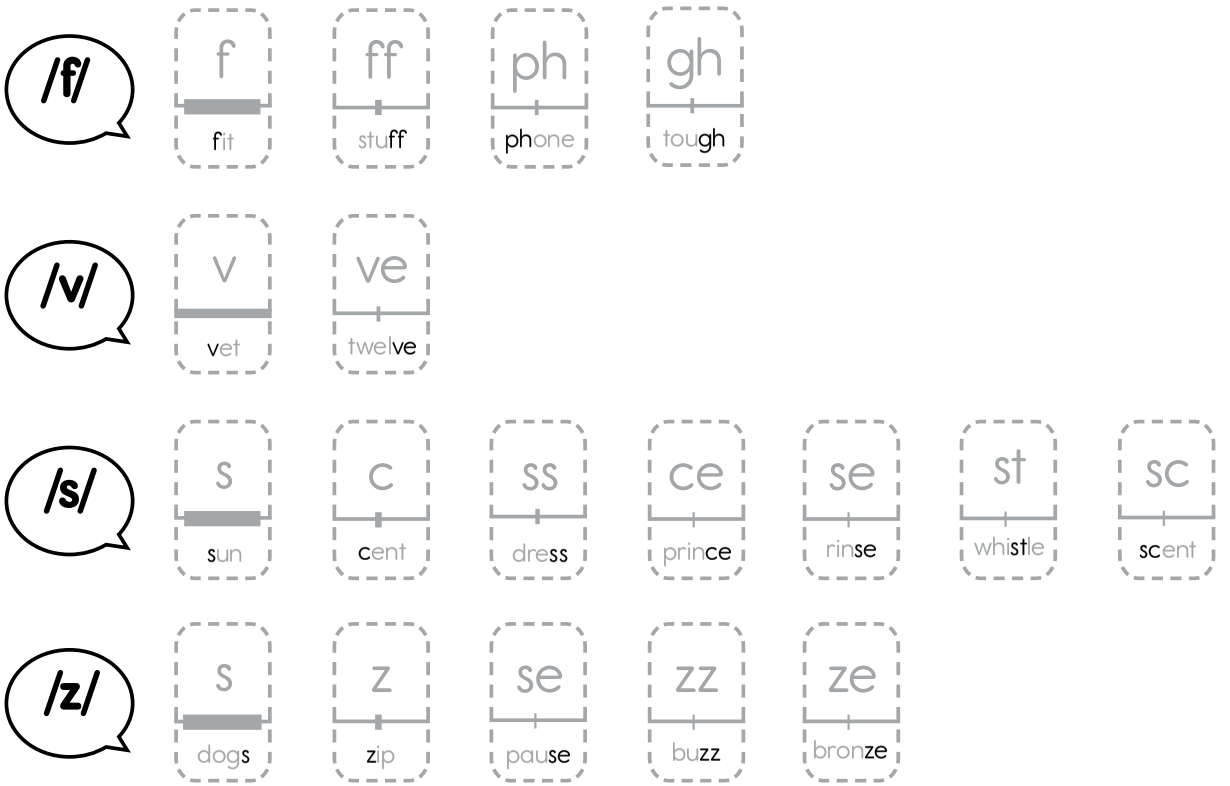
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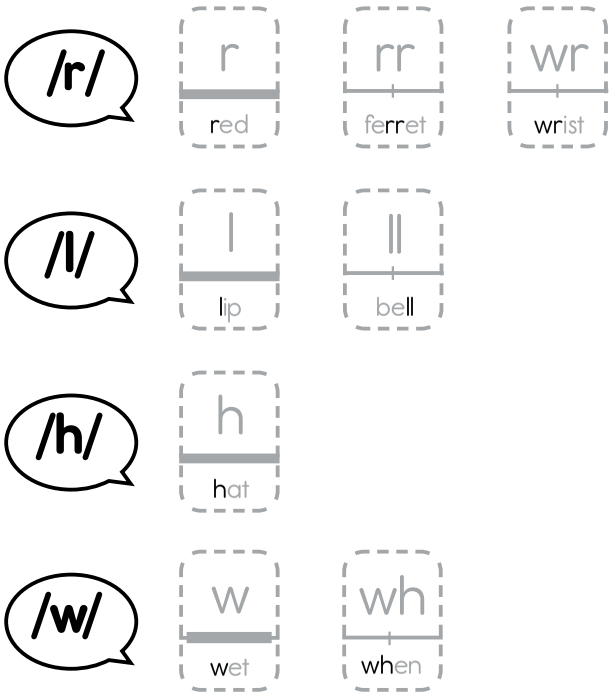
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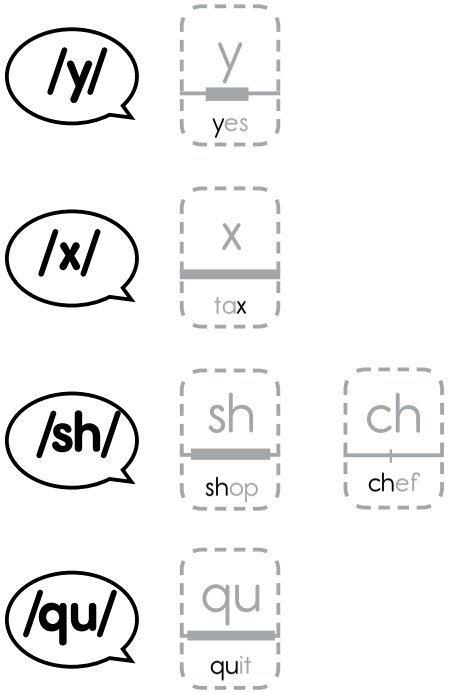

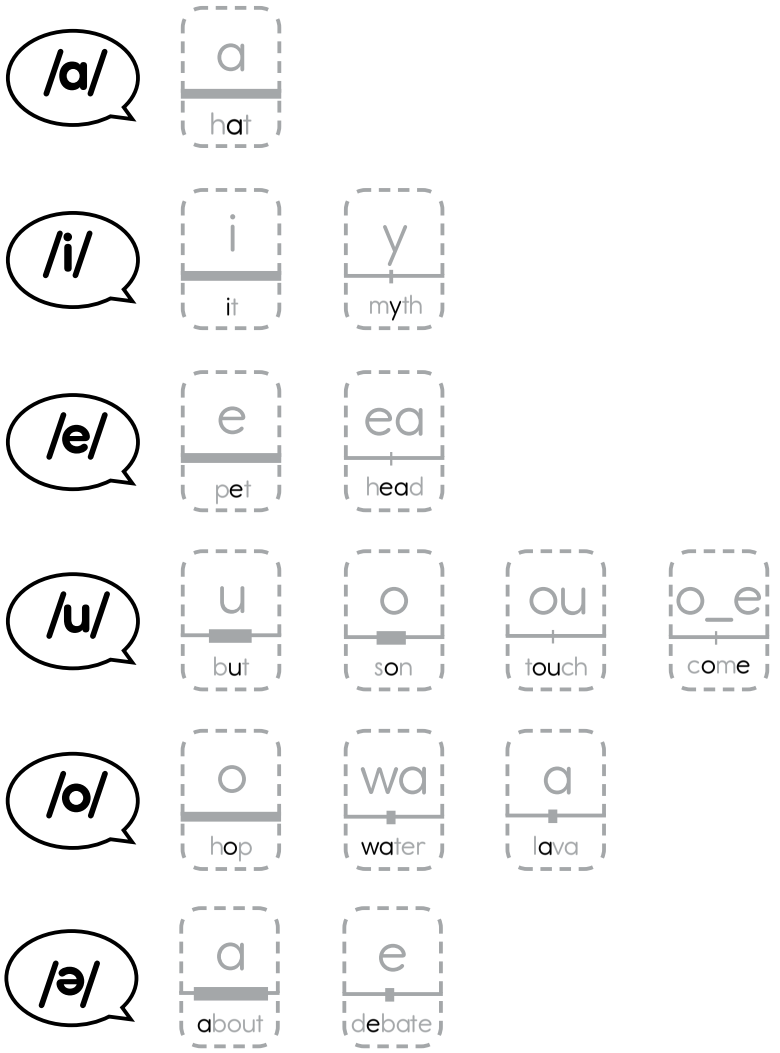
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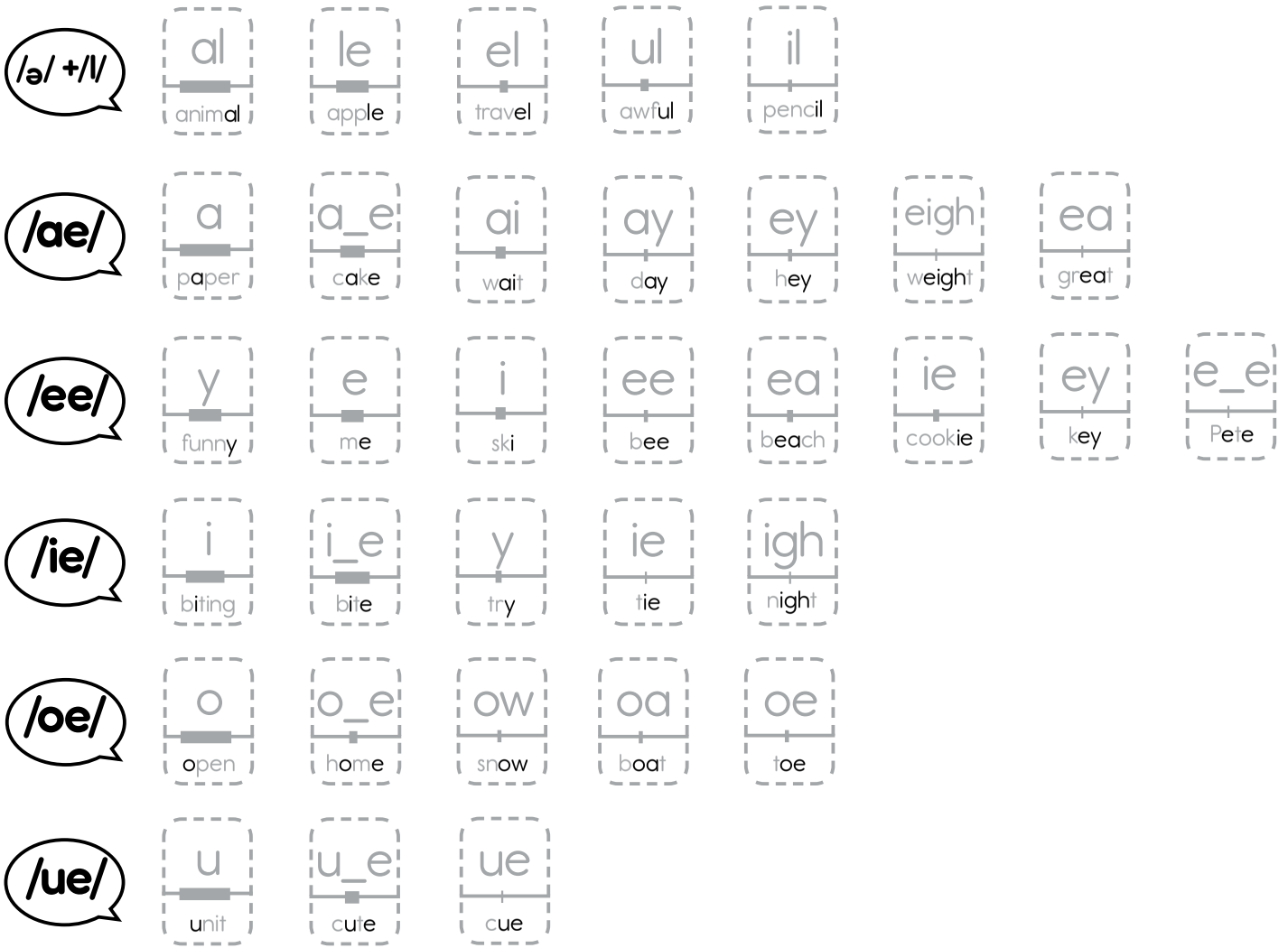
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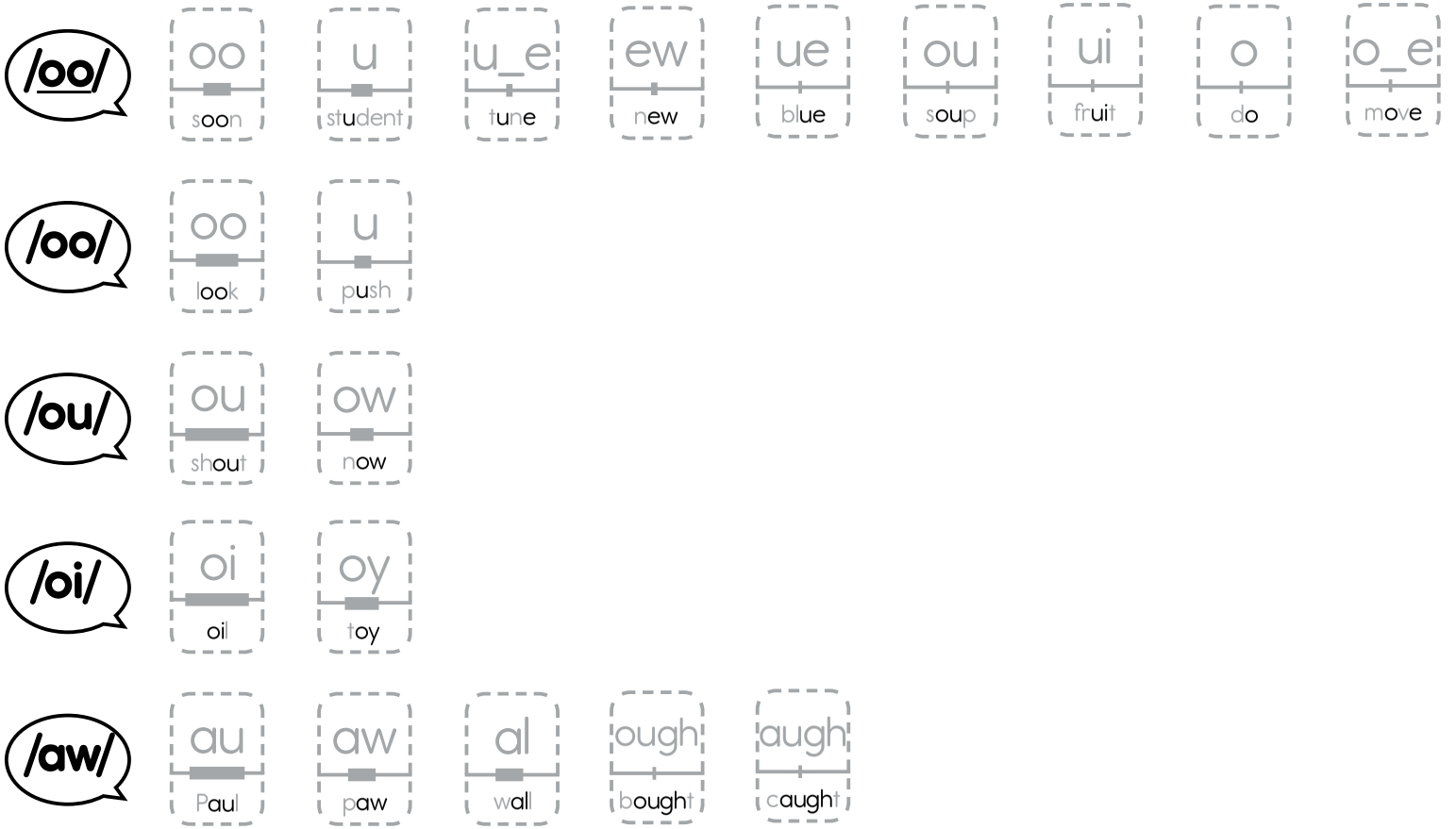
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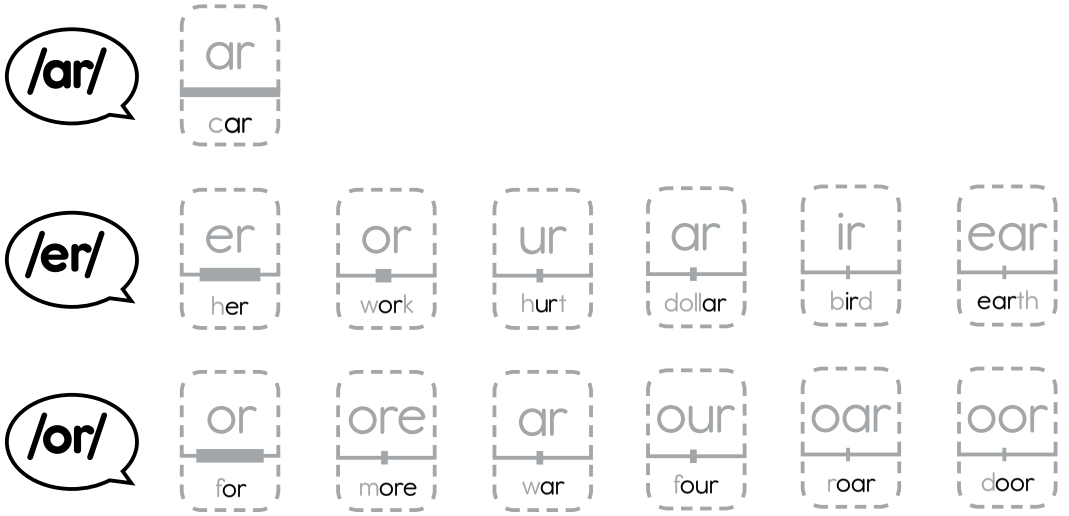
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Grade 3 Anecdotal Reading Record

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**
TEKS 3.2A.i The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2A.ii The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TEKS 3.2A.iii The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

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

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

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

Grade 3 Fluency Record

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

Student Name

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

Grade 3 End-of-Year Summary

Teacher Instructions: Record students' scores for each summative assessment to track their progress across the school year.

Key: PA = Placement Assessment / FA = Fluency Assessment / RA = Reading Assessment /SA = Spelling Assessment

Student names																					
Unit 1	PAA																				
	PAB																				
	FA																				
	RA																				
	SA																				
Unit 2	FA																				
	RA																				
	SA																				
Unit 3	FA																				
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	SA																				
Unit 8	FA																				
	RA																				
	SA																				
Unit 9	FA																				
	RA																				
	SA																				
Unit 10	FA																				
	RA																				
	SA																				

ANECDOTAL READING RECORD—UNIT 7

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

PLACEMENT ASSESSMENT – ANALYSIS OF SPELLING ERRORS

Spelling Assessment A Skills	Student Name																								
16. Hand the singer a flower. (digraph *ng*, r-controlled syllable *er*)																									
15. jewel (digraph *ew*)																									
14. fever (open syllable *fe*)																									
13. because (diphthong *au*)																									
12. tonight (trigraph *igh*)																									
11. author (diphthong *au*, r-controlled syllable *or*)																									
10. stew (digraph *ew*)																									
9. creep (digraph *ee*)																									
8. jumble (final stable syllable *–le*)																									
7. ignore (trigraph *ore*)																									
6. shrink (digraphs *sh*, *nk*)																									
5. whisker (digraph *wh*, r-controlled syllable *er*)																									
4. belong (digraph *ng*)																									
3. clothing (digraphs *th*, *ng*)																									
2. thank (digraphs *th*, *nk*)																									
1. shed (digraph *sh*)																									

PLACEMENT ASSESSMENT – ANALYSIS OF SPELLING ERRORS (CONTINUED)

Spelling Assessment A Skills																									
	final stable syllables (people)																								
	r-controlled syllables (sneaker, after, water, over, corner, firefighter, other, morning, for)																								
	Diphthongs (sounded, few, saw, pointed, noise, house, out, hour, shouted)																								
	Digraphs (morning, Jack, they, thank, them, shouted, others, checked, back, truck, watched)																								
	vowel teams (loud, again, near, heavy, ready, sneakers, relieved, looked, down, window, air, away, okay, fighter, see)																								
	VCe syllables (brave, waved, smoke, raced, hoses, flames)																								
	open syllables (he/roes, si/ren, ho/ses, af/ter, to/geth/er)																								
	closed syllables (fire/truck, af/ter, cor/ner)																								
Student Name																									

PLACEMENT ASSESSMENT – ANALYSIS OF SPELLING ERRORS (CONTINUED)

Spelling Assessment B Skills	Student Name																							
16. The queen looked over her kingdom. (queen – VCCCV; looked – VCCV; kingdom – VCCCV)																								
15. edit (VCV)																								
14. pumpkin (VCCCV)																								
13. cabin (VCV)																								
12. limit (VCV)																								
11. valid (VCV)																								
10. picnic (VCCV)																								
9. album (VCCV)																								
8. hiccup (VCCV)																								
7. until (VCCV)																								
6. public (VCCV)																								
5. supply (VCCCV)																								
4. happen (VCCV)																								
3. unless (VCCV)																								
2. expand (VCCV)																								
1. plastic (VCCV)																								

NAME: _____

DATE: _____

TR 1.1

Spell Words with Diphthong /aw/ > *aw*, *au*

The letters *au* or *aw* work together as a digraph, or letter team, and say the sound */aw/*.

AU

- The */aw/* sound is usually spelled *au* when it shows up at the beginning or in the middle of a word or syllable.
  - P<u>au</u>l
  - <u>au</u>thor

AW

- The */aw/* sound is usually spelled *aw* when it shows up at the end of a word or syllable.
  - p<u>aw</u>
  - dr<u>aw</u>ing
- The */aw/* sound is spelled *aw* when it is followed by the letters 'n' or 'l.'
  - scr<u>aw</u>ny

NAME: _____

DATE: _____

TR 3.1

Spell Words with Diphthong /ou/ > *ou*, *ow*

The letters *ou* or *ow* work together as a digraph, or letter team, and say the sound /ou/.

OU

- The /ou/ sound is usually spelled *ou* when it shows up at the beginning or middle of a syllable.
  - sh<u>ou</u>t
  - <u>ou</u>tburst

OW

- The /ou/ sound is usually spelled *ow* when it shows up at the end of a word or syllable.
  - n<u>ow</u>
  - me<u>ow</u>
- The /ou/ sound can also be spelled *ow* when followed by ‘n’ or ‘l.’
  - fr<u>ow</u>n
  - pr<u>ow</u>ling

NAME: _____

DATE: _____

TR 5.1

Spell Words with Diphthong /oi/ > *oi*, *oy*

The letters *oi* or *oy* work together as a digraph, or letter team, and say the sound /oi/.

OI

- The /oi/ sound is usually spelled *oi* when it shows up at the beginning or middle of a syllable.
  - oil
  - jointly

OY

- The /o/ sound is usually spelled *oi* when it shows up at the end of a word or syllable.
  - toy
  - destroying

NAME: _____

DATE: _____

TR 10.1

Introduction to Homographs

Homographs are words that are spelled the same but have different meanings.

Here are some examples:

Bass/Bass

- I caught a **bass** when I went fishing at the lake.
- My dad plays the electric **bass** in a band.

Right/Right

- Treating others kindly is the **right** thing to do.
- I use my **right** hand when I throw the ball.

NAME: _____

DATE: _____

TR 12.1

Spelling Rules for Suffixes *–able* and *–ible*

–able	***–ible***
Most common	Less common
If you take away ***–****able*, you are usually left with a complete base word: *avoidable/avoid*	Often if you take away ***–****ible*, you are not left with a complete base word: *possible*
You can keep the final 'e' before adding ***–****able* if the base word ends in *ce* or *ge*: *noticeable, changeable*	Drop the final 'e' if a base word doesn't end in *ce* or *ge* before adding ***–****ible*: *responsible*
If the base word doesn't end in *ce* or *ge*, you should sometimes drop the final 'e' of the root word before adding the suffix ***–****able*: *adorable*	Sometimes, if a base word ends with 't,' you should use the suffix ***–****ible*: *convertible*.
Change 'y' to 'i' before adding ***–****able*: *reliable*	Many of the words with these suffixes have Latin origins

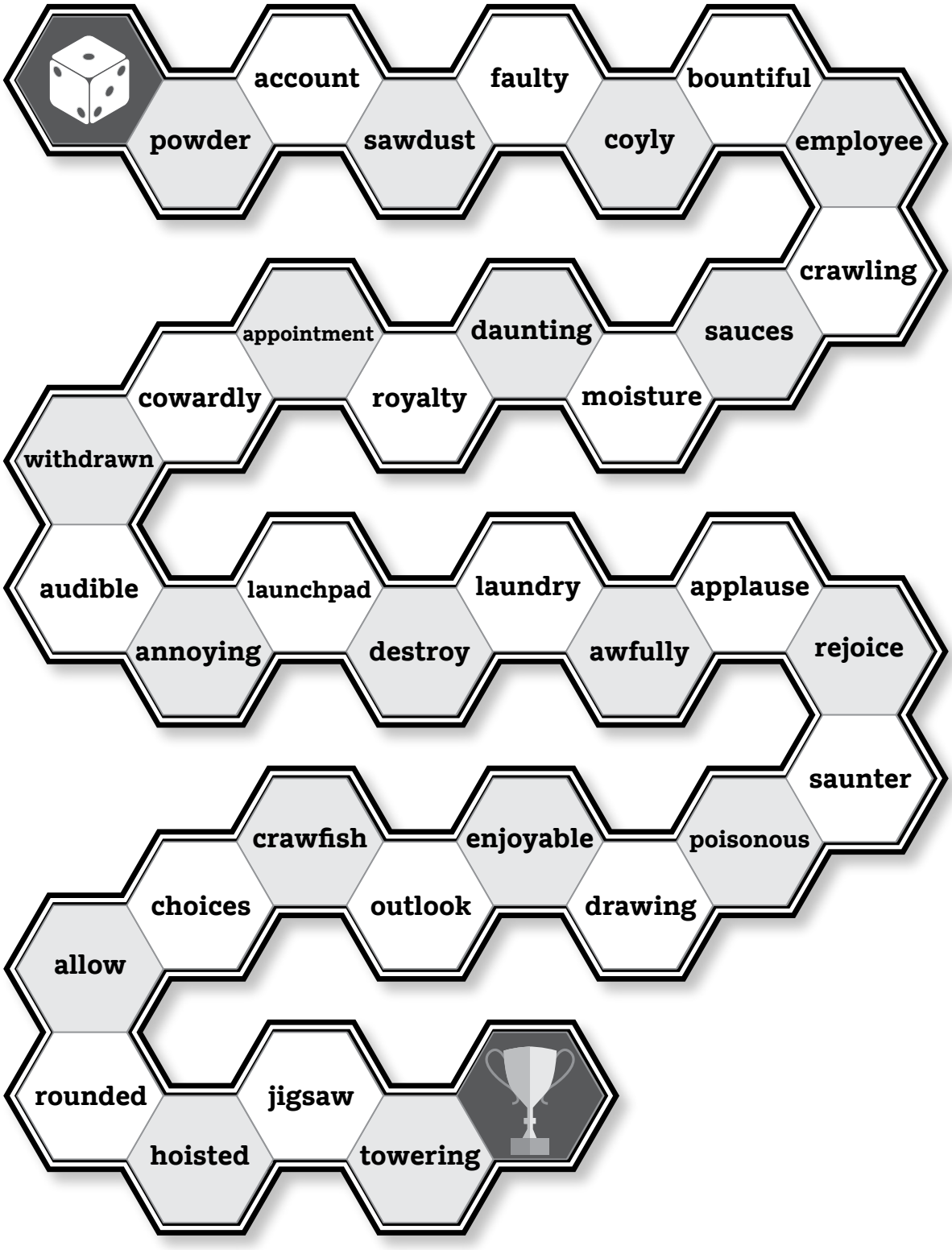
NAME: _____

DATE: _____

TR 14.1

Roll It and Read It Game Boards

Game Board with *aw*, *ou*, and *oi* Diphthongs



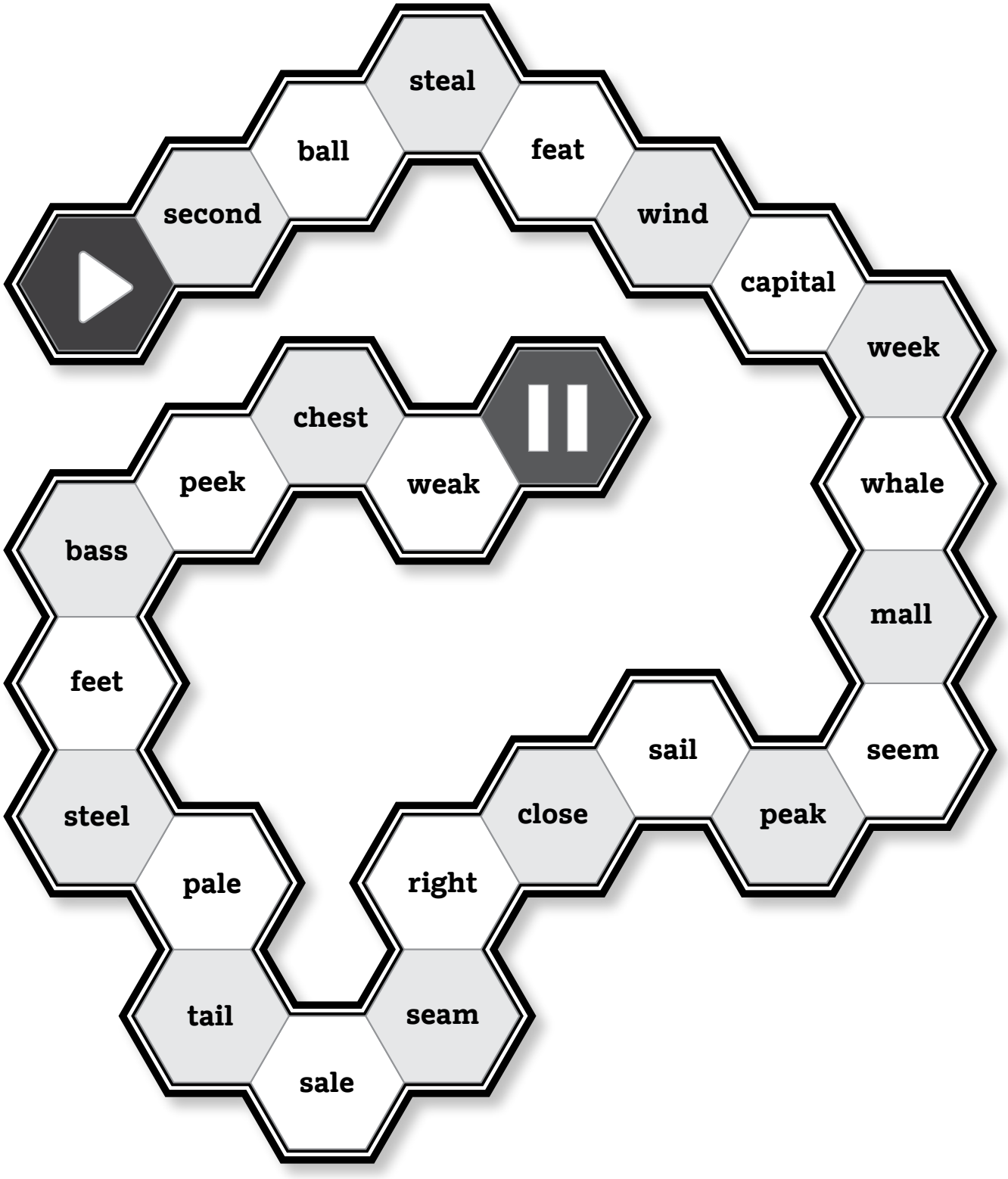
NAME: _____

DATE: _____

TR 14.1
CONTINUED

Roll It and Read It Game Boards

Game Board with Homophones and Homographs



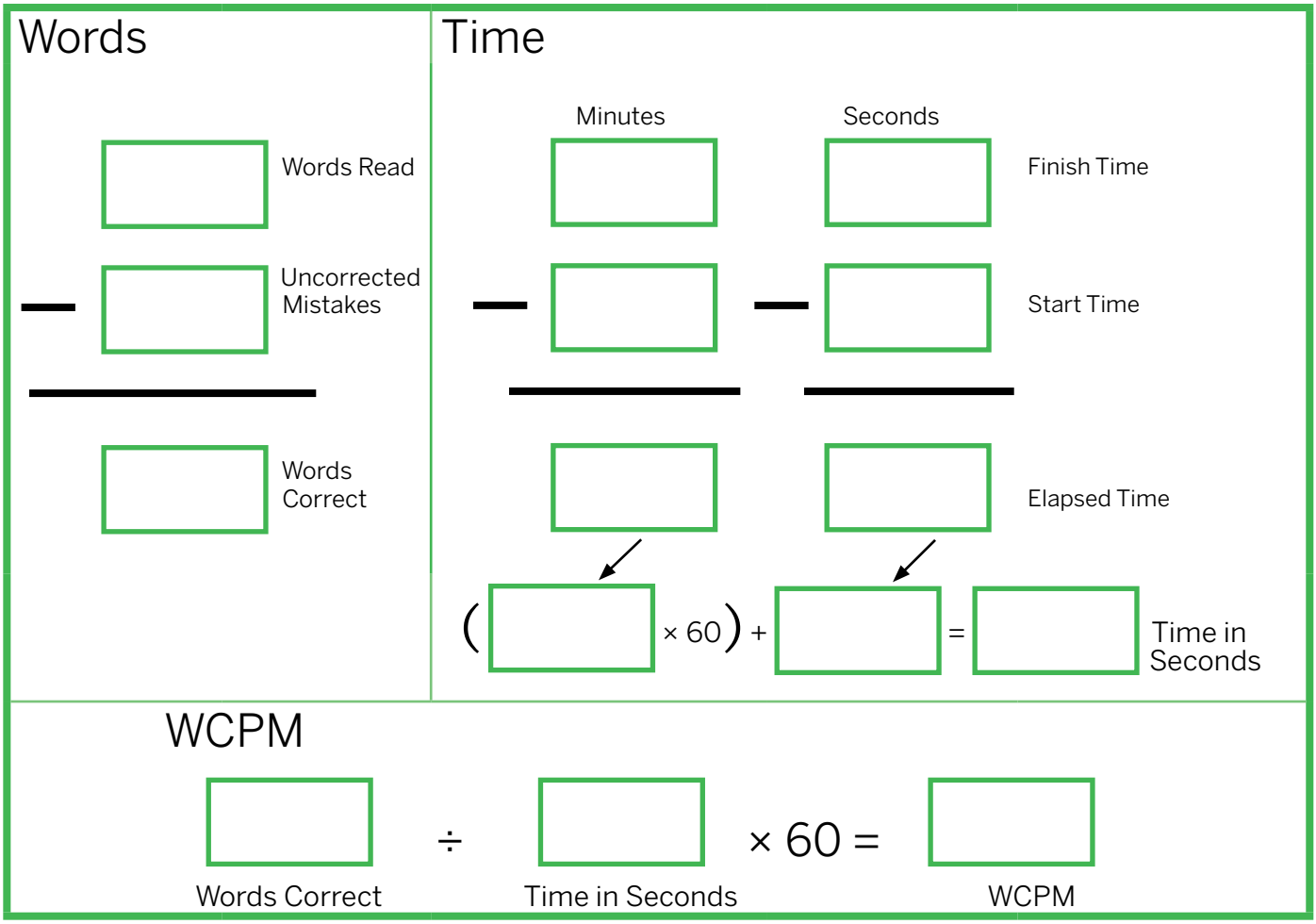
NAME: _____

DATE: _____

TR 14.2

Unit 7 W.C.P.M. Calculation Sheet

Story: "Maya and the Monster" Total words in story: 288



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 15.1

Self-Sustained Reading Tracker

Use the chart below to keep track of the books you are reading. Record the page number that you start and end on during independent reading time.

Date	Title of Book	START Page Number	END Page Number

NAME: _____

DATE: _____

TR 15.2

Reading Assessment Scoring and Analysis

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

The number of words read correctly indicates the following:

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

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

NAME: _____

DATE: _____

TR 15.2

CONTINUED

	phonemes	syllables
1. awful	/aw/ /f/ /ə/+/l/	aw/ful
2. because	/b/ /ee/ /k/ /u/ /z/	be/cause
3. audience	/aw/ /d/ /ee/ /n/ /s/	au/di/ence
4. power	/p/ /ou/ /er/	pow/er
5. announce	/ə/ /n/ /ou/ /n/ /s/	an/nounce
6. around	/ə/ /r/ /ou/ /n/ /d/	a/round
7. destroy	/d/ /e/ /s/ /t/ /r/ /oi/	de/stroy
8. appoint	/ə/ /p/ /oi/ /n/ /t/	ap/point
9. visible	/v/ /i/ /s/ /i/ /b/ /ə/+/l/	vis/i/ble
10. changeable	/ch/ /ae/ /ng/ /ə/ /b/ /ə/+/l/	change/a/ble

NAME: _____

DATE: _____

TR 15.3

Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include words with diphthongs, words that add suffixes, and homophones.

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

NAME: _____

DATE: _____

TR 15.3
CONTINUED

Spelling Assessment Scoring and Analysis

1. audio	Diphthong /aw/, au
2. powerful	Diphthong /ou/, ow
3. cloudy	Diphthong /ou/, ou
4. royal	Diphthong /oi/, oy
5. poison	Diphthong /oi/, oi
6. crawling	Diphthong /aw/, aw
7. tail	Homophones
8. tale	Homophones
9. sea	Homophones
10. sea	Homophones
11. terrible	Suffixes –*ible*
12. comfortable	Suffixes –*able*
13. foolish	Suffix Review

NAME: _____

DATE: _____

Unit 7 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 7, show the student the Tricky Word List which follows this record. Ask the student to read each word from the list, proceeding in order from top to bottom. Provide the student with either a blank sheet of paper or 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: _____

Tricky Word/ High-Frequency Word	End of Unit 7 Assessment: Date _____
accidental	
breathe	
patient	
temperature	
ancient	
unusual	
patrolling	
hurt	
near	
begin	
both	
start	
above	
once	
example	

NAME: _____

DATE: _____

Unit 7 Tricky Word Assessment List (Optional)

1. accidental
2. breathe
3. patient
4. temperature
5. ancient
6. unusual
7. patrolling
8. hurt
9. near
10. begin
11. both
12. start
13. above
14. once
15. example

Additional Support Activity Pages

Grade 3	Foundational Skills 5

Teacher Guide

Mix and Mingle Game Cards

Copy and cut out the cards.

ow	ch
ou	er
b	sh
th	c

Copy and cut out the cards.

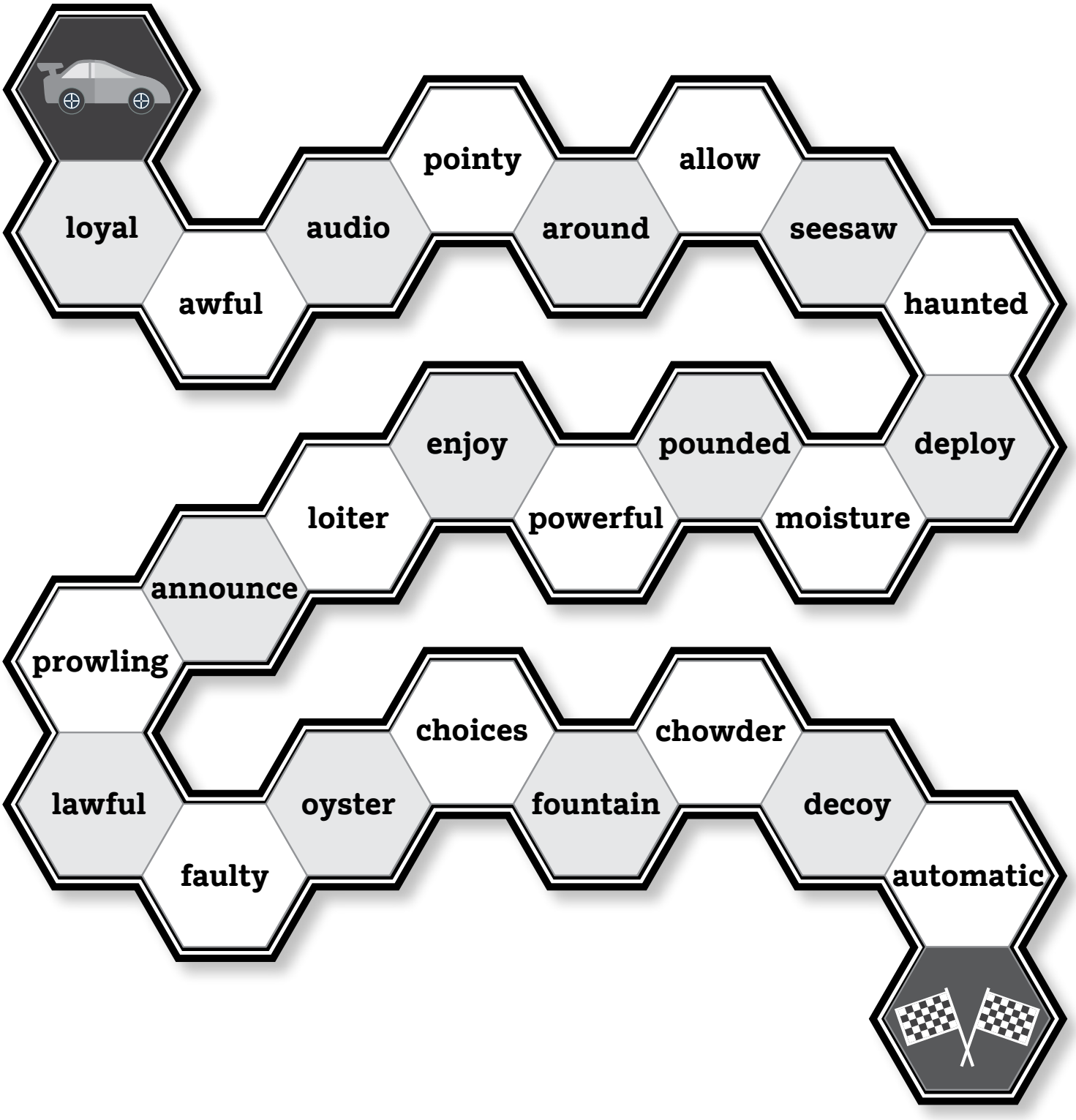
d	t
ed	fl
p	l
ing	n

Copy and cut out the cards.

se	m
r	h

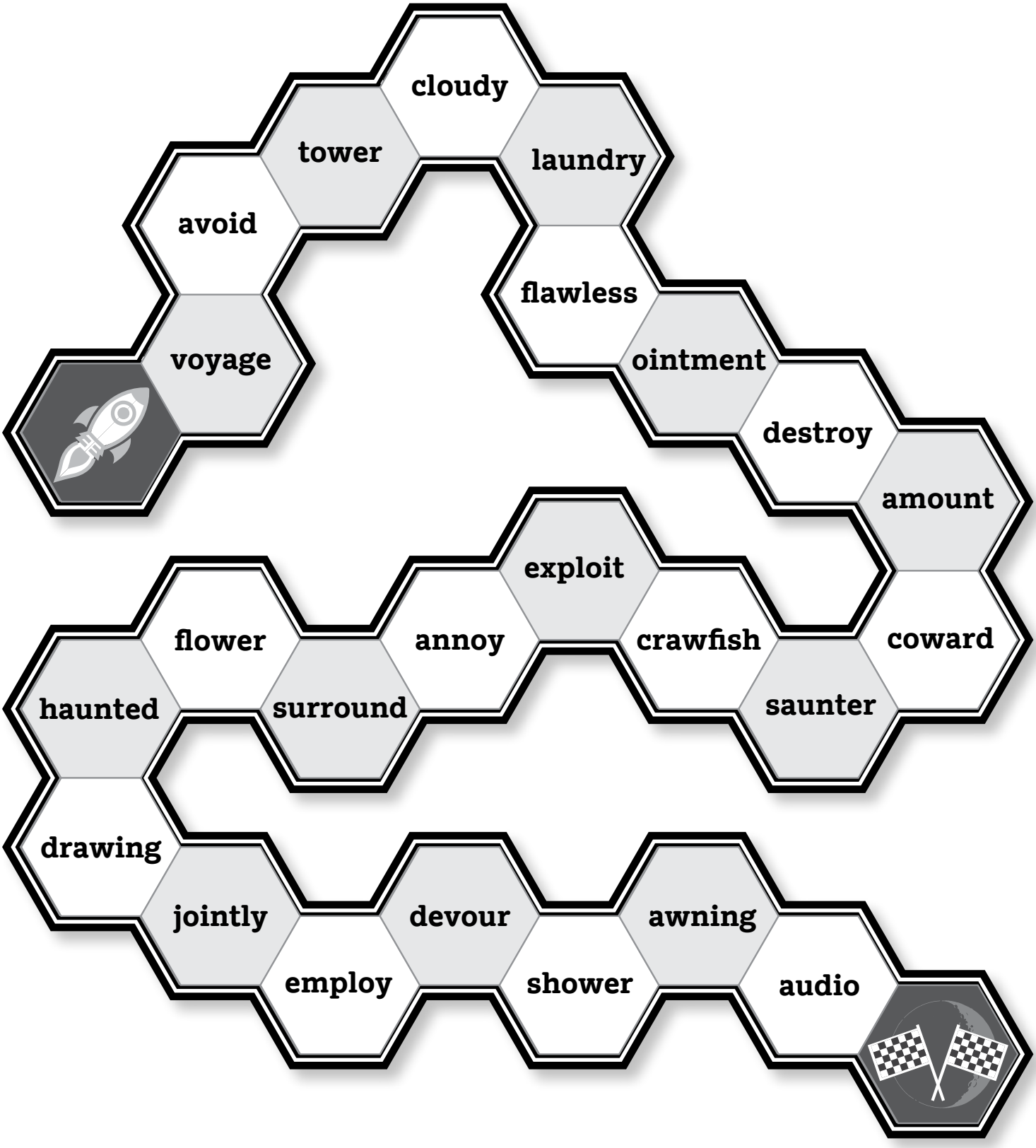
Roll It and Read It Game Boards

Game Board 1



Roll It and Read It Game Boards

Game Board 2



Homophone Bingo Board

Fill in the empty boxes on your bingo board with the provided homophones.

Homophone Bingo Words and Sentences

1. *our*. We love to go with *our* grandmother to the beach.
2. *you're*. I know *you're* going to be happy when we get to the zoo.
3. *your*. It's *your* turn to play the game.
4. *their*. They have *their* own car.
5. *there*. *There* is another path we can take to get to the store.
6. *their.* We went to visit some friends at *their* house.
7. *which.* I couldn't decide *which* dessert to order at the restaurant.
8. *too*. After she saw my new bike, she wanted one *too*.
9. *you're*. *You're* going to love the park!
10. *they're* . Sadly, *they're* leaving town tomorrow.
11. *your*. *Your* job is to wash the dishes and sweep the floor.

I Have, Who Has? Cards

Copy and cut out the cards.

I have the first card! Who has... able to be seen?	I have *visible*. Who has... able to give comfort?
I have *comfortable*. Who has... like a child?	I have *childish*. Who has... able to be understood?

Copy and cut out the cards.

I have *intelligible*. Who has... like a fool?	I have *foolish*. Who has... capable of being forgotten?
I have *forgettable*. Who has... capable of being destroyed?	I have *destructible*. Who has... able to be depended on?

Copy and cut out the cards.

I have *dependable*. Who has... related to or about the self?	I have *selfish*. Who has... able to be accepted?
I have *acceptable*. Who has... able to be read?	I have *legible*. Who has... capable of being relied on, or trusted?

Copy and cut out the cards.

I have *reliable*. Who has... somewhat red?	I have *reddish*. Who has... able to occur or happen?
I have *possible*. Who has... slow-moving like a slug?	I have *sluggish*. Who has... capable of changing?

Copy and cut out the cards.

I have *changeable*. Who has... able to be eaten?	I have *edible*. Who has... arrogant, like a snob?
I have *snobbish*. Who has... able to be moved or carried?	I have *portable*. Who has... able to be easily bent or flexed?

Copy and cut out the cards.

I have *flexible*. Who has... fashionable, related to style?	I have *stylish*. Who has... able to catch on fire easily?
I have *flammable*. Who has... able to be heard?	I have *audible*. **I have the last card!**

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 Activity Page

Introduce Diphthong /aw/ > *aw, au*

Divide each word into syllables. Circle the *aw* diphthong in each word.

1. crawling	2. flaunted	3. dawning	4. launchpad

Write each word your teacher says. Divide the syllables in each word. Circle the *aw* or *au* digraph. Write neatly in cursive.

5. tawny; taw/ny
6. saunter; saunt/er
7. crawfish; craw/fish
8. causeway; cause/way
9. lawful; law/ful

Write two sentences using words your teacher just read. Write neatly in cursive, leaving space between words.

10. Answers may vary.
11. Answers may vary.

NAME: _____
DATE: _____

2.1 Activity Page

Speak and Spell

Write the word you hear your teacher say, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable
1.	au	gust
2.	sprawl	ing
3.	haunt	ed
4.	law	ful
5.	au	burn

Write the sentences you hear your teacher say. Write neatly in cursive, leaving space between words.

6. The hawk launched into the sky.
7. The automatic lawnmower saved me lots of time.

Challenge: Generate two additional words that follow the *aw/au* spelling pattern.

8. Answers may vary.
9. Answers may vary.

NAME: _____

DATE: _____

2.2 Take-Home

Practice with Diphthong /*aw*/ › *aw, au*

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with *aw* or *au*. Practice reading each word in the columns and have your student circle or highlight the spelling for the /aw/ sound in each word below. Then, write a sentence neatly in cursive using one word from each column.

aw	*au*
sawdust	Autumn
withdraw	exhaust
yawning	launching
crawled	paused
lawful	fault

1. Answers may vary.

2. Answers may vary.

NAME: _____

DATE: _____

3.1 Activity Page

Introduce Diphthong /*ou*/ › *ow, ou*

Divide each word into syllables. Circle the *ou* diphthong in each word.

1. howling	2. coward	3. profound	4. surround

Write a sentence using one of the *ou* diphthong words from above.

Answers may vary.

Mystery Words

Fill in the correct spelling for the /ou/ diphthong in each word.

5.	m ou setrap
6.	sc ou ling

7.	sh ou er
8.	sh ou ted
9.	r ou nded

NAME: _____
DATE: _____

4.1 Activity Page

Speak and Spell

Write the word you hear your teacher say, placing the word parts in their appropriate syllable boxes. Circle the /ou/ sound in each word.

#	First Syllable	Second Syllable	Third Syllable
1.	out	cry	
2.	a	round	
3.	rain	show	
4.	down	fall	
5.	boun	ti	ful

Write a sentence using one of the words from the chart above. Remember to write neatly in cursive and put space in between your words.

Answers may vary.

NAME: _____
DATE: _____

4.2 Take-Home

Practice with Diphthong /*ou*/ › *ow*, *ou*

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with *ow* or *ou*. Practice reading each word in the columns and have your student circle or highlight the spelling for the /ou/ sound in each word below. Then, write a sentence neatly in cursive using one word from each column.

ow	*ou*
allowance	cloudy
downtown	doubtful
growled	shouting
plowing	outspoken
now	recounted

1. Answers may vary.

2. Answers may vary.

NAME: _____
DATE: _____

5.1 Activity Page

Spell Words with *oi* Diphthongs

Listen as your teacher says each word. Repeat the words out loud. Listen again and write the words on the blank lines. Divide the syllables in each word. Circle the *oi* or *oy* digraph.

1. annoy; an/ noy
2. rejoice; re/ joice
3. asteroid; as/ ter/ oid
4. cowboy; cow/ boy
5. avoid; a/ void
6. joyful; joy/ ful

Think of three new words using *oi* and *oy* digraphs. Write the words on the lines below.

7. Answers may vary.
8. Answers may vary.

9. Answers may vary.

Challenge: Write a complete sentence in cursive using one of the *oi* or *oy* words written above.

10. Answers may vary.

6.1

Reading and Dictation

Point to the words and read them aloud. Divide each word into syllables, using a dash (/) to mark each syllable break. Circle the /oi/ sounds in each word.

1. boist/er/ous	2. loy/al	3. en/joy	4. point/ed	5. em/ploy

Read the two sentences. Circle the /oi/ sounds.

6. We a/void the an/noy/ing sound.
7. We joint/ly listened to the en/joy/a/ble music.

Write each word your teacher says in cursive. Divide each word into syllables, using a dash to mark each syllable break. Circle the /oi/ sounds in each word.

8. joyful; joy/ful
9. decoy; de/coy
10. paranoid; par/a/noid

11. disappoint; dis/a/ppoint
12. oyster; oy/ster

Write three different words that include the /oi/ sounds.

13. Answers may vary
14. Answers may vary
15. Answers may vary

NAME: _____

DATE: _____

6.2 Take-Home

Practice with Diphthong /*oi*/ › *oy*, *oi*

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with '*oy*' or '*oi*'. Practice reading each word in the columns and have your student circle or highlight the spelling for the /*oi*/ sound in each word below. Then, write a sentence neatly in cursive using one word from each column.

oy	*oi*
employer	moisture
royalty	pointed
annoyance	ointment
destroyer	spoiling
joyous	uncoiled

1. Answers may vary.

2. Answers may vary.

NAME: _____

DATE: _____

7.1 Activity Page

Spell with Diphthongs

Write each word as your teacher says it out loud. Write neatly in cursive.

1. disjointed
2. deploy
3. sawdust
4. laundry
5. outside
6. allow

Write three more words on the lines below in cursive. One that matches the /oi/ spelling pattern, one that matches the /aw/ spelling pattern, and one that matches the /ou/ spelling pattern.

7. Answers may vary.
8. Answers may vary.
9. Answers may vary.

NAME: _____

DATE: _____

8.1 Activity Page

Write and Spell Homophones

Fill in each blank with the homophone from the word bank that has the correct spelling and meaning for the sentence. Write neatly in cursive.

whale	feet	tale
beet	tail	peek
sale	wail	feat
peak	beat	sail

1. I wear boots to keep my ___feet___ warm in the winter.
2. We ___beat___ the visiting team for the first basketball game of the season.
3. My parents told me not to ___peek___ in the closet where they were hiding my birthday presents.
4. We love to go out in a boat and watch the ___whales___ swim by.

5. There was a big ___sale___ at the supermarket, so we bought lots of food to store for later.
6. Our dog liked to chase his own ___tail___.

NAME: _____
DATE: _____

9.1 Activity Page

Write and Spell Homophones

Write each word in cursive on the line as your teacher says it aloud.

1. *our*
2. *you're*
3. *their*
4. *weather*
5. *accept*

Write one more pair of homophones on the lines.

6. *Answers may vary.*

NAME: _____
DATE: _____

10.1 Activity Page

Wrap Up

Create an illustrated glossary using homograph words from the Reader. Find the definition of two homograph words from the Reader using the dictionary. Write each word twice, write a brief definition for each homograph, and draw a simple illustration of the homograph.

Word	Definition	Illustration

NAME: _____
DATE: _____

11.1 Activity Page

Identify and Spell Homophones and Homographs

Fill in the sentence with the correct word from the bank provided.

whale	wail	meet
meat	steal	steel

1. The baby began to *wail* when her mother left.
2. We were excited to *meet* our teacher on the first day of school.
3. The beams of the building were made of strong *steel*.

Choose the two correct definitions for each homograph.

1. wind
   - (a.) the movement of the air
   - (b.) to twist or turn something
   - c. a long path
   - d. to yell
   - e. a sad song
2. desert
   - a. to fall down
   - (b.) a dry area of land covered in sand
   - c. a sweet treat
   - (d.) to leave behind or abandon
   - e. to treat someone meanly

Write one pair of homographs and one pair of homophone words.

Answers may vary.

NAME: _____

DATE: _____

11.2 Activity Page

Identify and Spell Homophones and Homograph

Fill in the sentence with the correct word from the bank provided.

whale	wail	meet
meat	steal	steel

1. The baby began to ___wail___ when her mother left.
2. We were excited to ___meet___ our teacher on the first day of school.
3. The beams of the building were made of strong ___steel___.

Choose the two correct definitions for each homograph.

1. Wind
   - a. the movement of the air
   - b. to twist or turn something
   - c. a long path
   - d. to yell
   - e. a sad song
2. desert
   - a. to fall down
   - b. a dry area of land covered in sand
   - c. a sweet treat
   - d. to leave behind or abandon
   - e. to treat someone meanly

Write one pair of homographs and one pair of homophone words.

Answers may vary.

NAME: _____

DATE: _____

12.1 Activity Page

Use Suffixes *–able* and *–ible*

Complete the word with either *–able* or *–ible*. Write neatly in cursive.

1. depend ___able___
2. poss ___ible___
3. accept ___able___
4. manage ___able___
5. terr ___ible___

Complete the sentence with the correct word from the word bank. Write neatly in cursive.

horrible	reliable	comparable
noticeable	intelligible	

6. The food tasted so ___horrible___ that I almost spit it out.
7. The two towns are ___comparable___, as they both have around the same number of people.

8. She was a ___reliable___ friend whom I could trust to be there for me no matter what.
9. His non-stop complaining and yelling made his bad attitude ___noticeable___ to everyone at the event.
10. We recorded the presentation in a quiet room so our voices would be ___intelligible___.

NAME: _____
DATE: _____

13.1 Activity Page

Suffixes *–able, –ible* and *–ish*

Complete the sentence with the correct word from the word bank. Write neatly in cursive.

legible	permissible	predictable
affordable	edible	sluggish
childish		

1. We wanted to stay at a hotel that was *affordable* so that we wouldn't spend too much money.
2. Most berries you find aren't *edible* and can make you sick.
3. She was *sluggish* in the morning, and it took her a long time to get ready for school.
4. His days were *predictable*, as he always did the same things.
5. I'm still learning how to make my writing *legible* so that everyone can read it.

6. The teacher said that playing games in class was *permissible* if we finished our work first.
7. Tom has a *childish* face. He looks much younger than he actually is.

NAME: _____
DATE: _____

14.1 Activity Page

Roll It and Read It Game

Roll the dice and move your game piece on the game board however many spaces the dice shows. Write a sentence that shows the meaning of each homophone or homograph your game piece lands on. Be sure to write neatly in cursive leaving spaces between your words.

1. *Answers may vary.*
2. *Answers may vary.*
3. *Answers may vary.*
4. *Answers may vary.*
5. *Answers may vary.*

NAME: _____
DATE: _____

14.3 Assessment

Fluency Assessment Questions

Read each question carefully and circle the correct answer.

1. Who resided in the tower on the hill?
   a. Maya
   (b.) A monster
   c. Some villagers
2. Where did Maya journey to on her adventure?
   (a.) Up a hill
   b. To another village
   c. Inside a tower
3. What happened when Maya and the monster encountered each other?
   (a.) They became friends.
   b. Maya ran away scared.
   c. The monster wanted to eat Maya.

NAME: _____

DATE: _____

15.1 Assessment

Reading Assessment

Circle the word that your teacher says out loud.

1.	awful	author	dawning	August
2.	awesome	because	beacon	became
3.	different	dawning	audience	audio
4.	coward	proud	powder	power
5.	announce	now	profound	annoy
6.	royal	around	arrow	growl
7.	destroy	rejoice	employ	despise
8.	poison	appear	appoint	ploy
9.	visable	vizible	vision	visible
10.	changeable	chatter	changible	chase

Read each question and circle the correct answer.

1. The baby was _____. Everyone who saw her remarked how cute she was.
   a. adorable
   b. adoreable
   c. legible
   d. legable

2. She loved to pretend that she was _____ and no one could see her.
   a. acceptable
   b. invisible
   c. invisable
   d. acceptible

3. She always wore the most interesting outfits and was known for being very _____.
   a. childish
   b. greenish
   c. stylish
   d. babyish

4. Which of the following is a homograph?
   a. meat
   b. tree
   c. wound
   d. impossible

NAME: _____

DATE: _____

15.2 Assessment

Spelling Assessment

Write each word as your teacher says it out loud. Write neatly in cursive, leaving space between words when applicable.

1. audio (diphthong)
2. powerful (diphthong)
3. cloudy (diphthong)
4. royal (diphthong)
5. poison (diphthong)
6. crawling (diphthong)
7. tail (homophone)
8. tale (homophone)
9. sea (homophone)
10. see (homophone)
11. terrible (suffix -ible)

12. comfortable (suffix -able)
13. foolish (suffix -ish)

Write the sentence that your teacher reads aloud.

I took a shower because my feet were dirty. (diphthong and homophone)

NAME: _____

DATE: _____

PP.1 Activity Page

Mix and Mingle

Create new words using the 'ou' diphthong using your Mix and Mingle cards. Check your spelling carefully! Write each word neatly in cursive.

1. pounded
2. should
3. flounder
4. shower
5. chowder
6. mouse
7. house
8. pounding
9. doubt
10. count

11. doubted
12. flower
13. pounced
14. shouted
15. towered

Choose two new words from above and use each in a sentence.

16. Answers may vary.

17. Answers may vary.

NAME: _____

DATE: _____

PP.2 Activity Page

Pictionary Game Responses

Write the homophone or homograph represented in your partner's drawing.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.
6. Answers may vary.
7. Answers may vary.
8. Answers may vary.
9. Answers may vary.
10. 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, he or she will not be able to achieve reading comprehension, no matter how much oral language he or she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person's reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, "Tell me a person's decoding ability, as ascertained by a word-reading task, and tell me that person's language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person's reading comprehension ability." If the person is an efficient and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability (D > 0) and you also have some language comprehension ability (C > 0), you will probably also have some reading comprehension ability (R > 0). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability (D = 0)? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability (C = 0)? It means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability (D > 0) but not language comprehension ability (C = 0). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages (D > 0), but they would have scored a zero on any measure of language comprehension (C = 0). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills (D = 0). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him (C > 0). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the

course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills (D > 0), but you would be lacking language comprehension (C = 0). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children throughout Grades K–3. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–3.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, thus increasing the range of materials they are equipped to understand, first orally and later

via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the "fourth-grade slump," and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in the second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent, while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more

of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English, this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

TWO MISCONCEPTIONS ABOUT READING AND WRITING

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time, it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken but not written or read.

Ten thousand years ago this was the norm rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do

without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves that the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one-to-one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. To read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare 'B' to 'b,' 'D' to 'd,' 'H' to 'h,' 'R' to 'r,' and 'Q' to 'q.' At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program, we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that many letters in English can be pronounced in different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e,' and realize it controls the pronunciation of the 'a' earlier.

Even without these additions, it is clear that the English writing system is quite complicated.

THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach

a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program includes explicit, systematic phonic instruction in which students are taught target skills needed to independently decode and encode words.
- This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of "analytic" phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *–ick* and initial clusters like *st–* are not taught as units but as combinations.
- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences they have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound

correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.

- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings, preferring to have students learn to read and write with regular words that can be blended and spelled by the letter-sound correspondences taught.
- High-frequency words compiled from a research-based list for Grade 3 are also taught as they appear in the unit Readers. They are revisited frequently to build automaticity and fluency.
- This program avoids letter names because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not "see aay tee."

THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 3. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the basic code for each of the 44 phonemes. The basic code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, and 'm' > /m/. Basic code spellings may also include digraphs, or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, and 'th' > /th/. Other basic code spellings include separated digraphs, such as 'a_e' > /ae/, and 'o_e' > /oe/.

The advanced code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, and 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the basic and advanced code.

Basic and Advanced Code: Consonants			
Phoneme	**Basic Code Spelling**	**Advanced Code Spelling**	**Example Words**
/b/	'b'	'bb'	**b**at, e**bb**
/ch/	'ch'	'tch,' 't'	**ch**op, wa**tch**, fu**t**ure
/d/	'd'	'dd,' 'ed'	ma**d**, ru**dd**er, play**ed**
/f/	'f'	'ff,' 'ph,' 'gh'	**f**ox, stu**ff**, **ph**one, rou**gh**
/g/	'g'	'gg,' 'gu,' 'gh,' 'gue'	**g**et, e**gg**, **gu**ess, **gh**ost, va**gue**
/h/	'h'	'wh'	**h**at, **wh**o
/j/	'j'	'g,' 'dge,' 'dg,' 'ge,' 'd'	**j**ump, **g**iant, ju**dge**, ju**dg**ing, bar**ge**, e**d**ucation
/k/	'c,' 'k'	'ck,' 'cc,' 'ch'	**c**at, **k**it, ro**ck**, ra**cc**oon, s**ch**ool
/l/	'l'	'll'	**l**ip, be**ll**
/m/	'm'	'mm,' 'mn,' 'mb'	**m**at, ha**mm**er, hy**mn**, la**mb**
/n/	'n'	'nn,' 'kn,' 'gn'	**n**et, ru**nn**er, **kn**ot, **gn**at
/ng/	'ng'	'n'	thi**ng**, thi**n**k
/p/	'p'	'pp'	**p**it, pe**pp**er
/qu/	'qu'		**qu**it
/r/	'r'	'rr,' 'wr,' 'rh'	**r**ed, squi**rr**el, **wr**ong, **rh**ombus
/s/	's'	'ss,' 'c,' 'sc,' 'st,' 'ce,' 'se'	**s**it, dre**ss**, **c**ity, **sc**ience, whi**st**le, prin**ce**, rin**se**
/sh/	'sh'	'ss,' 's,' 'ch,' 'ssi,' 'si,' 'ti,' 'ci'	**sh**ip, a**ss**ure, **s**ure, **ch**ef, se**ssi**on, ten**si**on, Mar**ti**an, Gre**ci**an
/t/	't'	'tt,' 'ed,' 'bt'	**t**op, mi**tt**, walk**ed**, dou**bt**
/th/	'th'		**th**in
/<u>th</u>/	'th'	'the'	**th**em, ba**the**
/v/	'v'	've'	**v**et, val**ve**
/w/	'w'	'wh'	**w**et, **wh**en
/x/	'x'		ta**x**
/y/	'y'		**y**es
/z/	'z'	'zz'	**z**ip, bu**zz**
/zh/	(none)	'ge,' 'j,' 's'	gara**ge**, **J**acques, trea**s**ure

Basic and Advanced Code: Vowels			
Phoneme	**Basic Code Spelling**	**Advanced Code Spelling**	**Example Words**
/a/	'a'		c**a**t
/ae/	'a_e'	'a,' 'ai,' 'ay,' 'ei,' 'ey,' 'eigh,' 'ea,' 'aigh'	d**a**t**e**, b**a**by, r**ai**n, tr**ay**, v**ei**n, pr**ey**, **eigh**t, st**ea**k, str**aigh**t
/ar/	'ar'		**ar**m
/aw/	'aw'	'au,' 'ough,' 'augh,' 'al'	p**aw**, p**au**se, **ough**t, n**augh**ty, w**al**l
/e/	'e'	'ea,' 'ai,' 'ay,' 'a,' 'ie'	b**e**d, h**ea**d, s**ai**d, s**ay**s, m**a**ny, fr**ie**nd
/ee/	'ee'	'e,' 'ea,' 'y,' 'e_e,' 'ey,' 'ie,' 'i,' 'ei'	b**ee**, m**e**, m**ea**t, bunn**y**, sc**e**n**e**, k**ey**, ch**ie**f, var**i**ation, rec**ei**ve
/er/	'er'	'ir,' 'ur,' 'or,' 'ar,' 'ear,' 'urr,' 'our'	h**er**, f**ir**, f**ur**, w**or**k, doll**ar**, **ear**th, h**urr**y, c**our**age
/i/	'i'	'y,' 'ui,' 'i_e'	s**i**t, g**y**m, b**ui**ld, g**i**v**e**
/ie/	'i_e'	'i,' 'igh,' 'ie,' 'y,' 'y_e,' 'ye,' 'uy'	f**i**n**e**, f**i**nd, h**igh**, p**ie**, m**y**, st**y**l**e**, b**ye**, g**uy**
/o/	'o'	'a,' 'wa'	h**o**t, l**a**va, **wa**ter
/oe/	'o_e'	'o,' 'oe,' 'ow,' 'oa'	r**o**p**e**, n**o**, t**oe**, sn**ow**, b**oa**t
/oi/	'oi'	'oy'	**oi**l, b**oy**
/<u>oo</u>/	'oo'	'o_e,' 'u,' 'u_e,' 'ue,' 'ew,' 'o,' 'ou,' 'ui,' 'eu,' 'oe'	s**oo**n, appr**o**v**e**, s**u**per, t**u**n**e**, bl**ue**, n**ew**, d**o**, s**ou**p, fr**ui**t, n**eu**tral, sh**oe**
/oo/	'oo'	'u,' 'oul'	w**oo**d, p**u**t, c**oul**d
/ou/	'ou'	'ow,' 'ough'	**ou**t, n**ow**, b**ough**
/or/	'or'	'ore,' 'our,' 'oor,' 'oar,' 'ar'	f**or**, b**ore**, f**our**, d**oor**, s**oar**, aw**ar**d
/u/	'u'	'o,' 'ou,' 'o_e,' 'e'	b**u**t, am**o**ng, t**ou**ch, c**o**m**e**, th**e**
/ue/	'u_e'	'u,' 'ue,' 'ew'	c**u**t**e**, p**u**pil, h**ue**, f**ew**
/ə/	'a'	'e'	**a**bout, d**e**bate
/ə/ + /l/	'al'	'le,' 'el,' 'ul,' 'il'	anim**al**, app**le**, trav**el**, awf**ul**, penc**il**

TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word that does not "play by the rules" of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an 'e,' as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters 'ai' are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller's perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest that you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the 'ai' in *said*). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not.

There is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

Tricky Words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of "a picture of a sound" or a "spelling." Later in the year, you may want to teach the term *digraph*, or you may prefer to refer to the letters in a digraph as a "letter team" or as "buddy letters." There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

SMALL-GROUP WORK

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to accelerate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a "Pausing Point." If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies

for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an "across grade" approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of acceleration can be moved to the appropriate group, while students who are making progress can advance.

Appendix B:

Grade 3 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 3.

UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: *wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear* (hear/wear), *eer, ore, ere* (here/there), *air, are*
- read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words *baobab*, *desert*, *drought*, *encouragement*, *flooded*, *neighbors*, *pirates*, *solution*, and *tortoise*
- read and spell the high-frequency words *night*, *about*, *tree*, *story*, *thought*, *every*, *began*, *hard*, *important*, *river*, *small*, and *near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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 of time

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 pronounce the Tricky Words *building, muscles, blood, soldiers, bacteria, sugar, pressure, tissue,* and *intestines*
- read and spell the high-frequency words *grow*, *better*, *next*, *open*, *food*, *carry*, *clean*, *feet*, and *while*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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 of time

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 of time

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 of time

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*, *ancient*, *breathe*, *patient*, *patrolling*, *temperature*, and *unusual*

- read and spell the high-frequency words *real*, *hurt*, *begin*, *both*, *start*, *above*, *once*, and *example*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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 the Tricky Words *algae, Australia, culture, marsupial, Melbourne, penguin, sanctuary,* and *structure*
- read and spell the high-frequency words *side*, *country*, *city*, *try*, *sea*, *took*, *kind*, *without*, and *family*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

UNIT 9

- identify and explain synonyms and antonyms

- read and spell words with affixes *im–*, *non–*, and *–ful*
- identify the meaning of and use words with the *im–* (into), *non–* (not), and *–ful* (full of) affixes
- read and spell multisyllabic words with the sound-spelling patterns for soft 'g' and soft 'c'
- read and spell multisyllabic words with digraphs *kn, wr,* and *mb*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, spell, and explain the meaning of homophones
- identify, use, and explain the meaning of homographs
- alphabetize a series of words to the third letter
- read and spell and spell the Tricky Words *Williamsburg, Virginia, Massachusetts, immediately,* and *gone*
- read and spell the high-frequency words *father*, *own*, *open*, *along*, *plant*, *last*, *only*, *young*, and *few*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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 of time

Appendix C:

Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·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*, *stam·pede*
- **Vowel Digraph Syllables:** *joint*, *speak*, *proud*, *play*, *dis·may*, *be·low*, *coun·sel*
- **R-Controlled Syllables:** *art*, *curb*, *girl*, *fort*, *clerk*, *tur·nip*, *ar·tist*, *fe·ver*
- **Open Syllables (V or CV)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go*, *me*, *hi*, *a·pron*, *fi·nal*, *com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple*, *puz·zle*, *raf·fle*, *ca·ble*, *ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit*, *ap·pe·tite*, *a·bout*, *hos·pit·al*, *e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in kindergarten.

Two closed syllables in a word are divided as follows:

When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad·mit *nap·kin* *trum·pet*

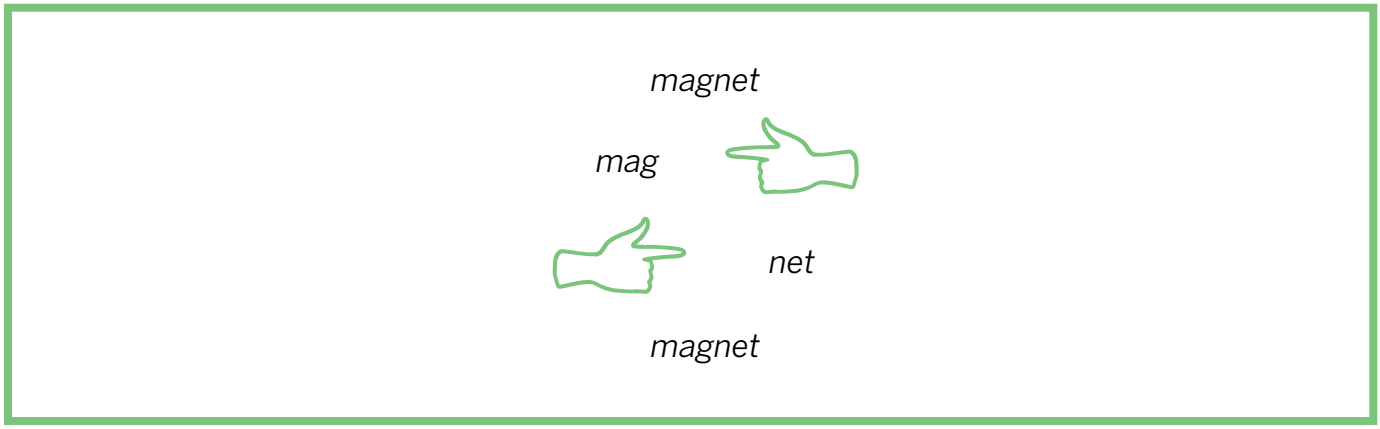
For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff·ic *muff·in* *happ·en*

When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon·ster *con·tract* *pil·grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get *for · get* *es · cape* *ig · loo* *scoun · drel* *char · coal*

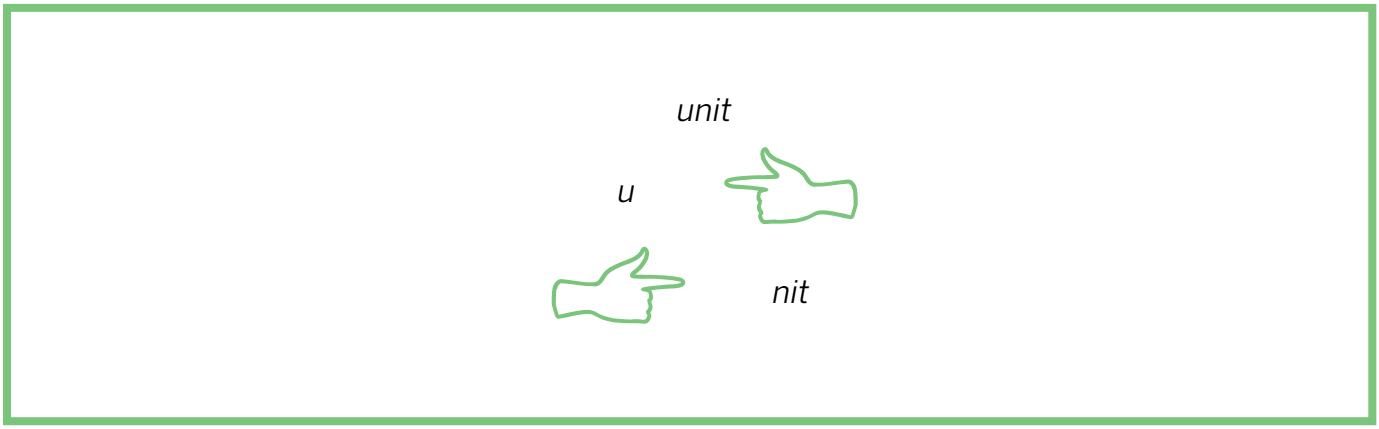
In Grades 2 and 3, students are introduced to more challenging multisyllable words.

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.

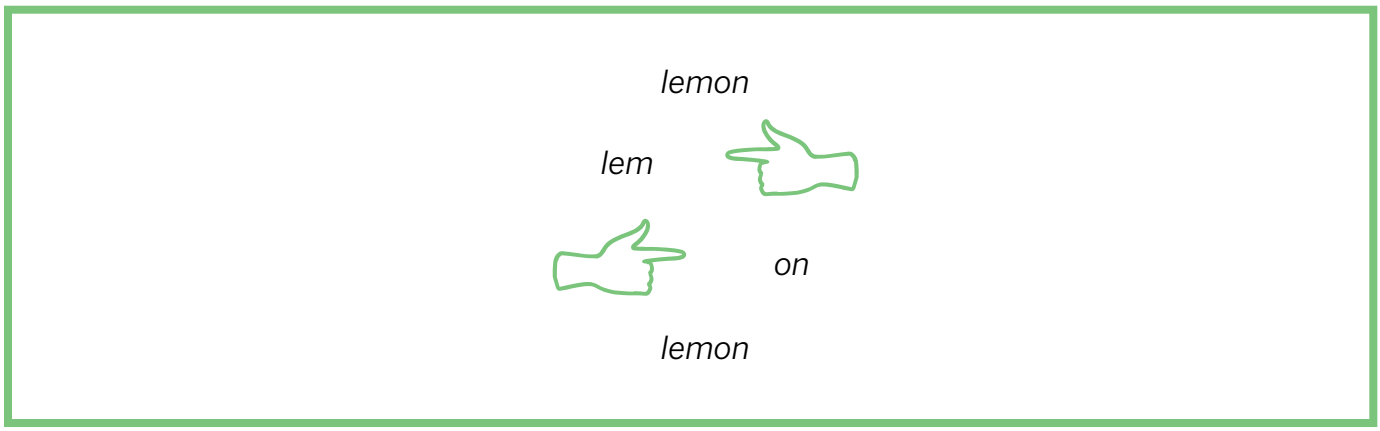
When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

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:

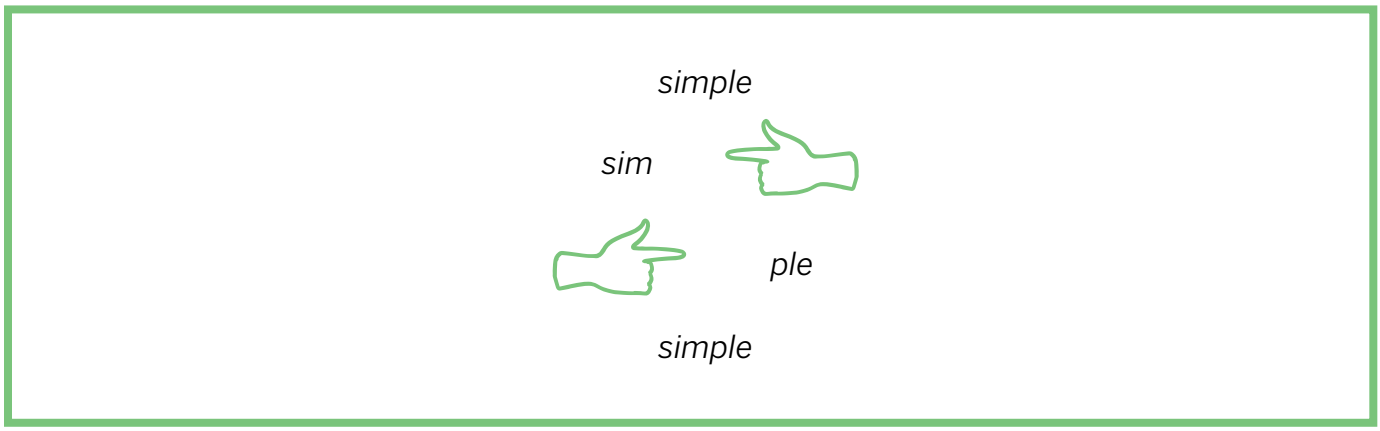


cam · el *mel · on* *pun · ish*

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* *re·peat* *self·ish* *sad·ness* *help·less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Foundational Skills 1		Correlation—Teacher's Guide
(1) Developing and sustaining, foundational, language, skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through, listening, speaking, and discussion. The student is expected to:		
TEKS 3.1.A	listen, actively, ask, relevant questions to clarify, information, and make pertinent comments	p. 7, p. 12, p. 45, p. 50, p. 93, p. 96
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 7, p. 9, p. 26, p. 28, p. 65, p. 70, p. 102, p. 106, p. 111, p. 114, p. 129, p. 132
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, annunciation, and the conventions of language to communicate ideas effectively	p. 17, p. 21, p. 26, p. 31, p. 36, p. 41, p. 55, p. 59, p. 65, p. 70, p. 76, p. 80, p. 84, p. 88, p. 102, p. 106, p. 111, p. 116, p. 121, p. 125, p. 129, p. 133
TEKS 3.1.D	work collaboratively with others, by following agreed-upon rules, norms, and protocols; and	p. 36, p. 39, p. 76, p. 78, p. 93, p. 95, p. 129, p. 132
TEKS 3.1.E	develop social communication, such as conversing politely in all situations	p. 129, p. 132
(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. 7, p. 9, p. 12, p. 17, p. 19, p. 21, p. 26, p. 28, p. 31, p. 36, p. 39, p. 45, p. 48, p. 50, p. 55, p. 57, p. 59, p. 65, p. 68, p. 129, p. 132, p. 137, p. 140
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations;	
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	
TEKS 3.2.A.v	decoding words using knowledge of prefixes;	
TEKS 3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; and	
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list;	p. 7, p. 12, p. 21, p. 45, p. 50, p. 76, p. 80, p. 111, p. 116

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(B) demonstrate and apply spelling knowledge by:		
TEKS 3.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	p. 7, p. 9, p. 17, p. 19, p. 26, p. 28, p. 36, p. 39, p. 45, p. 48, p. 55, p. 57, p. 65, p. 68, p. 129, p. 132, p. 137, p. 140
TEKS 3.2.B.ii	spelling homophones;	p. 76, p. 78, p. 84, p. 86, p. 102, p. 104, p. 105, p. 129, p. 137, p. 140
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations;	
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;	
TEKS 3.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes; and	
TEKS 3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants;	p. 111, p. 114, p. 121, p. 123, p. 137, p. 140
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. 9, p. 17, p. 19, p. 26, p. 28, p. 36, p. 39, p. 45, p. 48, p. 55, p. 57, p. 65, p. 68, p. 76, p. 78, p. 84, p. 86, p. 93, p. 95, p. 102, p. 104, p. 105, p. 111, p. 114, p. 121, p. 123, p. 129, p. 132, p. 137, p. 140
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;	p. 7, p. 12, p. 17, p. 21, p. 26, p. 31, p. 45, p. 50, p. 55, p. 59, p. 76, p. 80, p. 93, p. 96, p. 99
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. 17, p. 21, p. 26, p. 31, p. 45, p. 50, p. 55, p. 59, p. 76, p. 80, p. 93, p. 96, p. 111, p. 116, p. 121, p. 125
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*; and	p. 111, p. 114, p. 116, p. 121, p. 123, p. 137, p. 140
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	p. 76, p. 78, p. 80, p. 84, p. 86, p. 93, p. 95, p. 96, p. 102, p. 104, p. 105, p. 129, p. 132, p. 137, p. 140
(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. 36, p. 41, p. 65, p. 70, p. 84, p. 88, p. 102, p. 106, p. 129, p. 132, p. 133
(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. 129, p. 132, p. 137, p. 141

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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;	p. 20
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources;	p. 10
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;	p. 29, p. 40, p. 60
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. 29, p. 31, p. 59, p. 68, p. 78, p. 99, p. 109, p. 113, p. 118, p. 126
ELPS 1.F	use accessible language and learn new and essential language in the process;	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease;	p. 48, p. 68, p. 87, p. 105
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. 40, p. 68
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	

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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;	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment;	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	p. 14, p. 20, p. 31, p. 59, p. 96
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;	p. 48
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	p. 24
ELPS 3.E	share information in cooperative learning interactions;	p. 10
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;	

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Foundational Skills 7		Correlation—Teacher's Guide
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;	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes; and	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;	
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;	p. 24
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. 14, p. 24, p. 31, p. 48, p. 52, p. 59, p. 60, p. 96, p. 109
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. 43, p. 52, p. 72, p. 88, p. 99, p. 118, p. 126
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	p. 132, p. 141

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Foundational Skills 7		Correlation—Teacher's Guide
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. 43, p. 72, p. 88
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	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	p. 87, p. 105, p. 113
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.	

ISBN 979-8-89072-010-8

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Printed in the USA