

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 8

Teacher Guide

EDITION 1

Grade 3

Foundational Skills 8

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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Contents

FOUNDATIONAL SKILLS 8

Introduction	1
Lesson 1 Identify Homophones	7
Foundational Skills (15 min.) <ul style="list-style-type: none"> Identify and Explain Homophone Meanings Write and Spell Homophones 	Reading (15 min.) <ul style="list-style-type: none"> Read <i>The Other Side of the World</i> Wrap Up
Lesson 2 Use Homophones	17
Foundational Skills (15 min.) <ul style="list-style-type: none"> Identify and Explain Homophone Meanings Write and Spell Homophones 	Reading (15 min.) <ul style="list-style-type: none"> Read <i>The Other Side of the World</i> Wrap Up
Lesson 3 Spell Homophones	25
Foundational Skills (15 min.) <ul style="list-style-type: none"> Identify and Explain Homophone Meanings Homophone Sentence Writing 	Reading (15 min.) <ul style="list-style-type: none"> Read <i>The Other Side of the World</i> Wrap Up
Lesson 4 Introduce Vowel Teams ai and ay	33
Foundational Skills (15 min.) <ul style="list-style-type: none"> Introduce Vowel Teams <i>ai</i> and <i>ay</i> Practice with Vowel Teams 	Reading (15 min.) <ul style="list-style-type: none"> Read <i>The Other Side of the World</i> Wrap Up
Lesson 5 Review Vowel Teams ai and ay	43
Foundational Skills (15 min.) <ul style="list-style-type: none"> Review Vowel Teams <i>ai</i> and <i>ay</i> <i>ai/ay</i> Word Sort 	Reading (15 min.) <ul style="list-style-type: none"> Read <i>The Other Side of the World</i> Wrap Up
Lesson 6 Introduce Vowel Team: /oo/ and /oo/ › oo	51
Foundational Skills (15 min.) <ul style="list-style-type: none"> Introduce Vowel Team <i>oo</i> Practice with Word Sort: Vowel Team <i>oo</i> 	Reading (15 min.) <ul style="list-style-type: none"> Read <i>The Other Side of the World</i> Wrap Up

Lesson 7 Review Vowel Team: /oo/ and /oo/ › oo

59

Foundational Skills (8 min.)

- Review Vowel Team oo

Reading (22 min.)

- Choral Read *The Other Side of the World*
- Wrap Up

Lesson 8 Introduce Vowel Teams: /oo/ › ew, ue, ui

67

Foundational Skills (15 min.)

- Review Vowel Teams ew, ue, ui
- Practice with Dictation: ew, ue, ui

Reading (15 min.)

- Read *The Other Side of the World*
- Wrap Up

Lesson 9 Review Vowel Teams: /oo/ › ew, ue, ui

75

Foundational Skills (15 min.)

- Review Vowel Teams ew, ue, ui
- Practice with Speak and Spell

Reading (15 min.)

- Read *The Other Side of the World*
- Wrap Up

Lesson 10 Introduce Abbreviations

83

Foundational Skills (15 min.)

- Introduce Abbreviations

Reading (15 min.)

- Read *The Other Side of the World*
- Wrap Up

Lesson 11 Introduce Affixes anti– and in–

91

Foundational Skills (15 min.)

- Introduce Affixes *anti–* and *in–*
- Word Matrix with Affixes *–anti* and *–in*

Reading (15 min.)

- Partner Read *The Other Side of the World*
- Wrap Up

Lesson 12 Introduce Affix pro–

99

Foundational Skills (15 min.)

- Introduce Affix *pro–*
- Practice with Affixes

Reading (15 min.)

- Read *The Other Side of the World*
- Wrap Up

Lesson 13 Review Affix pro–

107

Foundational Skills (15 min.)

- Review Affix *pro–*
- Make Words with Affixes: *pro–*, *in–*, *anti–*

Reading (15 min.)

- Partner Read *The Other Side of the World*
- Wrap Up

Lesson 14 Fluency Assessment

117

Foundational Skills (30 min.)

- Play Roll, Flip, Read, Write
- Self-Sustained Reading

Reading (30 min.)

- Fluency Assessment

Lesson 15 Reading & Spelling Assessment

125

Foundational Skills (20 min.)

- Reading Assessment
- Spelling Assessment

Reading (10 min.)

- Self-Sustained Reading

Pausing Point (2 days)

131

Teacher Resources

147

Introduction

UNIT 8 OVERVIEW

This unit introduces several new skills that students will revisit or build upon in later units. It begins with introducing homophones, moves to vowel teams, then covers abbreviations, and ends with affixes. Developing these foundational skills is essential to students' proficient reading of multisyllabic words and reading comprehension.

Building upon the work in Units 4 and 7, students will continue learning about homophones. In this unit, students identify, use, and explain the meaning of newly introduced homophones and practice their spellings. Learning and understanding the meanings of homophones is an important part of vocabulary and spelling development, which will continue in Unit 9.

Students will work on decoding and encoding multisyllabic words with several vowel teams, some of which are revisited in this unit (*ai/ay*), while others are introduced (*oo, ew, ue, ui*). In these lessons, students will apply knowledge of long and short vowel sounds to new multisyllabic words.

Several lessons in this unit focus on understanding common abbreviations that students will encounter in text. Students will learn how to read abbreviations such as 'Dr.,' 'Mrs.,' 'St.,' and more. As they complete oral and written exercises in this unit, students will have opportunities to apply their new knowledge of how to read and spell commonly used abbreviations.

Finally, students will work with the prefixes *anti-*, *in-*, and *pro-*. As they have learned in previous units, students will examine how these prefixes change the meaning of base words. They will also revisit prior learning about how affixes affect base words.

TRICKY SPELLINGS

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called "tricky spellings." In Unit 8, instruction focuses on vowel teams. Students build on this concept by examining how a vowel suffix, especially when attached to a base word that ends in a vowel, changes the spelling of the base word.

TRICKY WORDS & HIGH-FREQUENCY WORDS

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

The Tricky Words taught in this unit are:

Lesson 1 – *Australia*

Lesson 4 – *structure*

Lesson 6 – *algae*

Lesson 8 – *culture*

Lesson 9 – *sanctuary, marsupial*

Lesson 13 – *Melbourne, penguin*

In addition to addressing Tricky Words and tricky spellings, this program emphasizes the reading and spelling of high-frequency words that have been carefully selected from word lists compiled by researchers Edward William Dolch and Edward Fry. The selection of these words was based on their prevalence within the Reader, and instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Reader.

The high-frequency words taught in this unit are:

Lesson 1 – *side, without, family*

Lesson 2 – *country*

Lesson 3 – *city*

Lesson 4 – *try, sea*

Lesson 6 – *took*

Lesson 8 – *kind*

READER: THE OTHER SIDE OF THE WORLD

Tisha, an eight-year-old girl, struggles to adapt after her family moves from Houston, Texas, to Brisbane, Australia, due to her mother's job promotion. Feeling disconnected from her new school and missing her old life, Tisha finds it hard to adjust. Her father encourages her to explore and learn about Australia, and they research the country's unique landscapes, including the Outback, the Great Dividing Range, and famous landmarks like the Sydney Opera House. Gradually, Tisha begins to find interest in her new home, especially after attending the Brisbane Festival and a cricket game. Her excitement grows when she and her father visit the Great Barrier Reef, snorkel among the sea life, and explore islands like Lizard Island. They also learn about Australia's First Nations people, their culture,

and their art. Tisha's interest in Australia deepens further when the family travels to Perth, where they explore Yanchep National Park and the WA Maritime Museum. Tisha finally feels more at home in Australia when she makes a new friend, Sarah, through her love of soccer. She joins an after-school soccer program and learns about the popularity of women's soccer in Australia. The family continues to plan more explorations in Australia as their attachment to their new home grows.

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

UNIT 8 ASSESSMENT

Formative Assessments and Additional Support

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

Student Performance Assessment

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

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

CURSIVE WRITING

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

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

PAUSING POINT

An extensive listing of additional activities to teach and practice Unit 8 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 individual or groups of students in any areas in which they require supplementation based on the Student Performance Assessment.

FLUENCY SUPPLEMENT

This component has been designed to complement the unit. It consists of poetry, folklore, and fables. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression), indicated by the anecdotal records, as well as a way to track progress from unit to unit. See the Unit 1 Introduction or directions in the Fluency Supplement for further guidance.

TEACHER RESOURCES

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

- Grade 3 Individual Code Chart
- Tricky Word Assessment (optional)
- Tricky Word List
- Additional Support Activity Pages
- Activity Book Answer Key
- Anecdotal Reading Record—Unit 8
- 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 8

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 8. 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:

- sticky notes (1)
- dictionaries (1)
- chart paper (1)
- world map (1)
- dry erase markers (3)
- whiteboards (3)
- index cards (9)
- dice (14)
- Digital Components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the program's online materials. (3)

IDENTIFY

Homophones

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will collaborate with others to define and illustrate homophones.

 **TEKS 3.1.D**

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

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

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

 **TEKS 3.3.A**

Reading

Students will read Chapter 1 of *The Other Side of the World* and listen actively to answer and discuss questions about the text.

 **TEKS 3.1.A**


Students will read and pronounce the Tricky Word *Australia* and high-frequency words *side*, *without*, and *family*.


 **TEKS 3.2.A.vii**

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

 **TEKS 3.3.B**

FORMATIVE ASSESSMENT**Activity Page 1.1****Write and Spell Homophones**

 **TEKS 3.2.B.ii, TEKS 3.2.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 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **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			
Identify and Explain Homophone Meanings	Whole Group	10 min.	<input type="checkbox"/> sticky notes <input type="checkbox"/> paper <input type="checkbox"/> dictionaries
Write and Spell Homophones	Independent	5 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>The Other Side of the World</i>	Whole Group	10 min.	<input type="checkbox"/> <i>The Other Side of the World</i> (pp. 1–6) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> world map
Wrap Up	Whole Group	5 min.	<input type="checkbox"/> <i>The Other Side of the World</i> (pp. 1–6) <input type="checkbox"/> whiteboard or chart paper <input type="checkbox"/> paper
Take-Home Material			
Drawing and Writing Homophones			<input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Foundational Skills

- Gather sticky notes and paper for students to use during Identify and Explain Homophone Meanings.
- Prepare homophone pairs for students to use such as, *week/weak, stare/stair, break/brake, die/dye, beet/beat, bare/bear*.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *headquarters* and *promotion*. Display vocabulary on the board for students to decode.
- Gather a world map to help students identify Australia.
- Write the following question on the board or chart paper and display to students during the Wrap Up section of today's lesson.
 - Which is the best definition of the homophone weakly?
 - A. a time period of seven days
 - B. lacking power
 - C. about to break
 - D. to be sick

Universal Access

- Primarily use homophone pairs that can easily be represented visually to support students' learning of the meaning of each homophone. You may wish to create an anchor chart or display visuals with homophones pairs in the classroom for students to reference throughout the unit.
- Emergent Bilingual Students will need pictures to represent the following words: *week/weak, stare/stair, break/brake, die/dye, beet/beat, bare/bear*.

Start Lesson

Lesson 1: Identify Homophones

Foundational Skills

15M

Primary Focus: Students will collaborate with others to define and illustrate homophones. **TEKS 3.1.D**

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

homophones. **TEKS 3.2.B.ii; TEKS 3.2.D**

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

pronunciation. **TEKS 3.3.A**

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

**EMERGENT
BILINGUAL
STUDENTS**



Foundational Skills

Foundational Literacy Skills

Beginning

While introducing the homophones, show students pictures that represent each word: *week/weak, stare/stair, break/brake, die/dye, beet/beat, bare/bear*. Even though students will draw their own images of these words, showing them pictures first will help their understanding.

Intermediate

Partner students strategically, and have students write two sentences using a homophone pair. Have students read their partner's sentences and identify the homophone in each one.

Advanced/ Advanced High

Have students write sentences using homophones, and in pairs, have students identify the context clues that help the reader determine the meaning of the homophone.

ELPS 3.B

Support

Remind students that words in a dictionary are in alphabetical order. Model how to use the alphabet and guidewords to find the correct page of the dictionary. Explain to students that the guide word on the left side of the dictionary tells the first word on the left side of the page. The guide word on the right side of the page tells the last word on the right page.

Activity Page 1.1



Challenge

Invite students to act out the meaning of each pair of words with their neighbor (e.g., stare into his or her partner's eyes, then pretend to walk up a flight of stairs; pretend to break a stick, then drive a car and use their foot to press the brake pedal).

IDENTIFY AND EXPLAIN HOMOPHONE MEANINGS (10 MIN.)

- Tell students that this lesson will focus on homophones. Ask students to turn to a partner and discuss what they already know about homophones and any examples they know.
- Pass out two sticky notes to each student. Write the words *week* and *weak* in cursive on the board, and ask students to use their sticky notes to write what they notice/know about these two words and draw a picture to represent what they think they mean.
- Collaborate and discuss what the definition of these words *week* and *weak* are, as a class.
- Define what homophones are: Two or more words having the same pronunciation, but different meanings or spellings.
- Next, provide table groups or partners with one set of homophones (*piece/peace, pear/pair, flour/flower, bye/buy, break/brake, stair/stare, break/brake, dye/die, beat,beet*). Provide a piece of paper to have students fold in half.
- Group students and assign tasks within the group (i.e. one person uses the dictionary . . . all decide on a sentence . . . one person writes the sentence . . . one person draws the illustration . . . one person presents, etc.). Set clear expectations for collaborative group work.
- Then, have students create an illustration of each word (one word on each side of the paper) and write a sentence using the word in context under the illustration. Have them consult a dictionary with a partner to check their understanding. Each group can share their illustrations and sentences. Have the rest of class provide feedback to confirm students have the correct understanding. These “posters” can be hung in the classroom for students to reference.

WRITE AND SPELL HOMOPHONES (5 MIN.)

- Direct students to open to Activity Page 1.1.
- Have students fill in each blank with the correct homophone to complete the sentence. Remind them to write each word neatly in cursive. Write neatly in cursive.
- Remind students to refer to the board or look at the illustration they made as a group for the homophone pairs to use in the sentences. (*piece/peace, pear/pair, flour/flower, bye/buy, break/brake, stair/stare, break/brake, dye/die, beat,beet*)



Activity Page 1.1: Write and Spell Homophones

Collect Activity Page 1.1 to assess students' understanding of the correct usage and spelling of homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Challenge

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

Lesson 1: Identify Homophones

Reading



Primary Focus: Students will read Chapter 1 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read and pronounce the Tricky Word *Australia* and high-frequency words *side*, *without*, and *family*. **TEKS 3.2.A.vii**

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

READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students will read from their new Reader, *The Other Side of the World*. Ask: After hearing the name of the Reader, *The Other Side of the World*, what do you think this story is going to be about?
- Ask: What do we call words that do not play by the rules? *Tricky Words*
- Display the Tricky Word, read the word aloud, and use it in a sentence:
 - *Australia*
- Point out which parts of the word are not regular and will either be taught later or must simply be memorized.
 - Tricky Word: *Australia* (The letters *ia* are pronounced /y/ /u/.)
- Point out Australia on a world map.
- 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 1–6



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

headquarters, n., a main location or office where business takes place
 Example: The park employees working all across Texas were asked to meet in Austin at the main headquarters.

promotion, n., a raise to a higher rank, position, or level
 Example: The young woman worked hard at her job and received a promotion to be the manager.

Sayings and Phrases

Pump the breaks is a saying and common expression in English. It means to slow down or to stop something.

Example: As I hurriedly walked through the grocery store, my mom told me to pump the breaks and give her time to catch up.

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

Vocabulary Chart for “A New Home”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		promotion headquarters	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	pump the brakes		

- Explain that *The Other Side of the World* contains many high-frequency words. These are common words, so they will come across them often as they read, in both the Reader and in many different texts. Explain that learning to recognize these words and how to spell them will improve their overall reading and writing fluency.

- Display this lesson's high-frequency words: *side*, *without*, and *family*.
 - Focus on the word *side*. Ask students what they notice about the word *side*. Discuss that *side* has a split digraph *i_e* in the word to make the *i* a long vowel sound /ie/.
 - Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /s/ /ie/ /d/. Point out that the word *side* in the title of this Reader, *The Other Side of the World*.
 - Focus on the word *without*. Ask students what they notice about the word *without*. Point out that *without* is a compound word. Ask what two separate words make without? (*with*, *out*)
 - Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /w/ /i/ /th/ /ou/ /t/
 - Focus on the word *family*. Ask students what they notice about the word *family*.
 - Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves: /f/ /a/ /m/ /i/ /l/ /ee/. Clarify the meaning of family as needed. Invite students to turn to a partner and use the word in a sentence.
 - Guide the class in reading the first section of *The Other Side of the World*, pages 1–6.
 - Pair students with intentional reading partners by using past assessments and observations.
 - Direct them to partner read this section, alternating paragraphs.
 - As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback such as, “The expression you used while reading made the story engaging and easy to follow. Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
 - Use strategic prompts to check for comprehension. Have students listen actively and ask questions to clarify any information from the Reader or strategic prompts. Have them use context for support as needed. Example prompts include:
1. **Literal.** Based on what you have read so far, what is Tisha’s main problem? (*She and her family had to move to Australia, but she did not want to.*) After posing the question, say: “It is interesting that Tisha’s mom works for a company that



Reading

Comprehension

Beginning

Work with a small group of students, and rephrase the comprehension questions to be yes/no questions (e.g., “Did Tisha want to move to Australia?”).

Intermediate

Have students work in a small group to answer comprehension questions with guidance as needed. Provide sentence stems such as: Tisha’s main problem was _____. Tisha will most likely feel _____ after exploring Australia.

Advanced/

Advanced High

Have students answer comprehension questions with minimal guidance. Encourage students to listen to their peers’ responses and build on their ideas.

ELPS 1.E; ELPS 2.G;

ELPS 4.G

is located both in Texas and in Australia, which prompts her and her family to move. This would be considered a pretty big company or business. It is fascinating that people can own businesses in Texas and all over the world.”

2. **Inferential.** What is the most likely reason Tisha is unconvinced that she will adapt to the new place in time? (*She misses her friends; her school is different; she does not know anyone or anything about Australia yet.*)
 3. **Evaluative.** Based on the events at the end of this chapter, how will Tisha most likely feel after exploring Australia? (*She will see different and exciting things, so perhaps she will like living there after all; she will be happy to spend some time with her dad, etc.*)
- Ensure students draw evidence from the text to support their responses. Provide the following sentence stems:
 - Based on what I’ve read so far, Tisha’s main problem is...
 - The most likely reason Tisha is unconvinced is...
 - Based on the events at the end of the chapter, I think Tisha will most likely feel...

WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper eight words in this section of *The Other Side of the World* pages 1–6 that are homophones.
- Display the words, and ask students to find and list any words that they may have missed: *week/weak, break/brake, stair/stare, knew/new*.
- Direct students to replace each word with its homophone. Ask students to work with a partner to talk about how exchanging the homophones impacts the meaning of the sentence. (For example, “She went upstairs to her bedroom...” Have students discuss the homophone stairs/stares.)
- Display the question you previously prepared on the board or chart paper. Read the sentence with a homophone from the text: “Unconvinced, Tisha groaned, poked a hole in her napkin with her thumb, and *weakly* went back to pushing food around on her plate.” Ask the following question:
 - Which is the best definition of the homophone *weakly*?
 - A. a time period of seven days
 - B. lacking power
 - C. about to break
 - D. to be sick

Answer: B



Check for Understanding

During the multiple choice question about *weakly*, make note of students who need additional support. Pause to confer with them and remind them of the homophones they learned earlier in the lesson.

End Lesson

Lesson 1: Homophones

Take-Home Material

- Have students take home Activity Page 1.2 for additional practice with this lesson's objectives.

Activity Page 1.2



USE

Homophones

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will collaborate with others to define and illustrate homophones.

 **TEKS 3.1.D**

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

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

Reading

Students will read Chapter 2 of *The Other Side of the World* and listen actively to answer and discuss questions about the text.

 **TEKS 3.1.A**

 Students will read and pronounce the high-frequency word *country*.

 **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 or multiple-meaning words.


 **TEKS 3.3.B**

FORMATIVE ASSESSMENT

Activity Page 2.1

Write and Spell Homophones

 **TEKS 3.2.B.ii, TEKS 3.2.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.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			
Identify and Explain Homophone Meanings	Whole Group	10 min.	<input type="checkbox"/> dictionaries <input type="checkbox"/> paper
Write and Spell Homophones	Independent	5 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> dictionaries <input type="checkbox"/> Grade 3 Foundational Skills Record
Reading			
Read <i>The Other Side of the World</i>	Whole Group	10 min.	<input type="checkbox"/> <i>The Other Side of the World</i> (pp. 7–10)
Wrap Up	Independent	5 min.	<input type="checkbox"/> <i>The Other Side of the World</i> (pp. 7–10) <input type="checkbox"/> whiteboard or chart paper <input type="checkbox"/> paper

ADVANCE PREPARATION

Foundational Skills

- Have dictionaries available for students to use when creating sentences with homophone pairs.

Universal Access

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark the locations of homophones and to easily find vocabulary terms: *coast*, *emus*, *dingoes*, *wallabies*. Display vocabulary on the board for students to decode.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress: Grade 3 Fluency Record, Partner Reading Feedback (TR 11.2), or the Anecdotal Reading Record.
- Emergent Bilingual Students will need images available for homophones used on Activity Page 2.1: *groan/grown*, *lessen/lesson*, *there/their*.

Start Lesson

Lesson 2: Use Homophones

Foundational Skills



Primary Focus: Students will collaborate with others to define and illustrate homophones. **TEKS 3.1.D**

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

TEKS 3.2.B.ii; TEKS 3.2.D

IDENTIFY AND EXPLAIN HOMOPHONE MEANINGS (10 MIN.)

- Have students discuss what they have learned about homophones. Ask: Were you able to find any objects at home or in the community that are examples of homophones? Provide the following sentence stems for students to use during discussion: I found the homophone _____. It was used like _____. This means its definition is _____.
- Write the homophone pair on the board: *rain* and *reign*.
- Ask students to turn to a partner and discuss what they know about these two words and what they mean. Explain that *rain* means water falling as drops from the clouds and *reign* means to rule by a king or queen.

Support

Encourage students who do not know the meaning of the words in the Word Bank from Activity Page 2.1 to look up the words in a dictionary.

TEKS 3.1.D Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.B.ii** Demonstrate and apply knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Activity Page 2.1



**EMERGENT
BILINGUAL
STUDENTS**



Foundational Skills

Foundational Literacy Skills

Beginning

Divide students into small groups for teacher-directed instruction. Provide images of each pair of homophones (groan/grown, lessen/lesson, there/their). Say a sentence aloud using one homophone, and have students point to the image that matches how the homophone was used in the sentence.

Intermediate

Allow students to work in strategic partner groups while completing the activity page. Allow students to use images of the homophones as needed.

Advanced/ Advanced High

Observe how students are able to answer the questions on the activity page independently. When students complete the activity page, have them read each sentence aloud to a partner and explain why they chose the spelling of the homophone. Provide sentence frames such as: I chose _____ because _____.

ELPS 3.B

- Display the sentence "The king and queen rained over the kingdom." Have students determine what change needs to occur in the sentence.
- Ask: Why is it important to ensure we use the correct spelling of these homophones when we are composing a piece of writing? (*The meaning of what we write is impacted if the word is correct vs. incorrect.*)
- Display the sentence "There were know more rackets for us to use to play tennis." Have students determine what change needs to occur in the sentence. Provide the following sentence stems for students to use: The word _____ is incorrect in this sentence. It should be changed to _____ because _____.
- Have students collaborate with a partner and create a sentence for *know/no* and *peek/peak*.
- Before students write their sentences have the collaborative pairs discuss the meaning of the homophones *know/no* and *peek/peak*. If needed students can pull out a dictionary to help find the correct meaning.
- Remind students that while working together to write the sentences they should be writing neatly in cursive and adding proper punctuation to their sentences.

WRITE AND SPELL HOMOPHONES (5 MIN.)

- Direct students to open to Activity Page 2.1.
- Fill in each blank to complete the sentence by using a homophone from the word bank.
- Remind students to write neatly in cursive. Provide immediate and corrective feedback such as, "Focus on maintaining consistent slant and angle throughout your writing."



Activity Page 2.1: Write and Spell Homophones

Collect Activity Page 2.1 to assess students' correct usage and spelling of homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 2: Use Homophones

Reading



Primary Focus: Students will read Chapter 2 of *The Other Side of the World* and

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

Students will read and pronounce the high-frequency word *country*. **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 or multiple-

meaning words. **TEKS 3.3.B**

READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students continue reading *The Other Side of the World*.
- 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.

coast

1. n., the land next to the ocean

Example: The coast of Texas has beautiful sandy beaches that overlook the Gulf of Mexico.

2. v., to move smoothly over water, air, or land

Example: When we went on vacation, we had the opportunity to coast across the water in a kayak.

dingoes, n., wild dogs that are only found in Australia

Example: The tour guide warned the visitors not to pet the dingoes because they were not used to being around people.

emus, n., fast-running, large, flightless birds native to Australia

Example: The large emus stuck out their necks to eat the food the zookeeper threw into the exhibit.

wallabies, n., marsupials that resemble small or medium-sized kangaroos

Example: We thought the wallabies were kangaroos at first, until the zookeeper explained that they were an entirely different animal!

- 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

Reader



Pages 7–10

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.

they may have about these words and where they might have seen them. The multiple meanings of the word *coast* 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.

Vocabulary Chart for “All About Australia”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	emus dingoes wallabies		
Multiple-Meaning Core Vocabulary Words	coast		
Sayings and Phrases			

- Display this lesson’s high-frequency word: *country*. Have students discuss with a partner anything they notice about the word and the meaning of the word.
- Blend sounds aloud as you run your fingers under the word: /k/ /u/ /n/ /t/ /r/ /ee/. Clarify the meaning of *country* as needed. Invite students to turn to a partner and discuss the countries in the Reader.
- Guide the class in reading the next section of *The Other Side of the World*, pages 7–10. Pair students with reading partners.
- Direct them to partner read this section, alternating paragraphs.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record. and provide immediate and corrective feedback, such as, “Your pace of reading was great! I like how you took pauses between paragraphs to break up the text.” Record notes about mispronunciations, self-correction, pacing, transposition of words, and expression.
- Choose strategic prompts to check for comprehension as well as to check for students’ ability to use context to determine the meaning of unfamiliar



Speaking and Listening

Offering and Supporting Opinions

Beginning

Students should answer comprehension questions using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide examples and sentence stems such as: One key idea in this chapter is _____.

Intermediate

Students should use increasingly detailed textual evidence to answer comprehension questions. Instruct students to use formal language when answering. Provide examples and sentence stems such as: The best definition of the word *site* is _____.

Advanced/

Advanced High

Students should use detailed textual evidence, and be instructed to use formal language when answering comprehension questions.

ELPS 1.G; ELPS 3.G;

ELPS 4.I; ELPS 4.J;

ELPS 4.K

Challenge

Have students write three sentences. Each sentence should include both words of a homophone pair (e.g., I peeked out of the window to see the high mountain peaks.).

or multiple-meaning words. Remind students to listen actively as other classmates share their thoughts about the text. Encourage them to ask clarifying questions. Example prompts include:

1. **Literal.** What is the best definition of the word *site* as it is used on page 11? (*place*)
 2. **Inferential.** What do Tisha's words and actions in this chapter show that mom's idea about exploring Australia is working? (*She is interested in all of the places in Australia; her eyes sparkled when she pointed at an image; she is talking with her dad about Australia instead of being sad and quiet.*)
 3. **Evaluative.** What key ideas in this chapter support the idea that Australia is an interesting place to visit? (*tall, green mountains, there is a famous range called the Great Dividing Range that gets a lot of snow, it is below the equator, different animals, etc.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
 - The best definition of the word *site* is...
 - Tisha's words and actions show that . . .
 - Australia is an interesting place to visit because . . .

WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper six words in this section of *The Other Side of the World* pages 7–10 that are homophones.
- Have students share the words they found and display them on the board or chart paper: *no/know, peak/peek, rain/reign*.
- 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.

EXIT TICKET

Using a homophone from the text, answer the question: What is this chapter mostly about? (*Answers may vary but could include that this chapter is mostly about Tisha and her Dad discussing and making plans to visit the sites of Australia.*)

End Lesson

SPELL


Homophones

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will collaborate with others to define homophones.

 **TEKS 3.1.D**

Students will spell homophones.

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

Reading

Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation.

 **TEKS 3.1.C**

 Students will read and pronounce the high-frequency word *city*. **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 or multiple-meaning words.

 **TEKS 3.3.B**

FORMATIVE ASSESSMENT**Activity Page 3.1****Homophone Dictation**

TEKS 3.2.B.ii

 **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Identify and Explain Homophone Meanings	Whole Group	5 min.	<input type="checkbox"/> pocket chart or white board <input type="checkbox"/> paper or whiteboards <input type="checkbox"/> dry erase markers
Homophone Sentence Writing	Independent	10 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Activity Page 3.1 (Digital Components)
Reading			
Read <i>The Other Side of the World</i>	Whole Group	10 min.	<input type="checkbox"/> <i>The Other Side of the World</i> (pp. 11–14) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> <i>The Other Side of the World</i> (pp. 11–14) <input type="checkbox"/> paper

ADVANCE PREPARATION

Foundational Skills

- Create an enlarged version of Activity Page 3.1 to display or prepare to display the digital version.

> Digital Component 3.1

- Gather paper or whiteboards and dry erase markers for students to use when they create their own sentences with homophone pairs.

Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark homophones in this section and to easily find vocabulary terms: *cricket*, *festival*, *germs*, *kazoo*, and *opals*. Display vocabulary on the board for students to decode.

Universal Access


- Provide students with choices for activities they can complete to practice the skill.
- Prepare pictures that represent each word: *by/buy*, *sight/site*, *pane/pain*, *flea/flee*.

Start Lesson

Lesson 3: Spell Homophones

Foundational Skills

15M

 **Primary Focus:** Students will collaborate with others to define homophones. **TEKS 3.1.D**

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

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

IDENTIFY AND EXPLAIN HOMOPHONE MEANINGS (5 MIN.)

- Ask students to turn to a partner and discuss what they know about homophones. Have them brainstorm any homophone pairs that they already know.
- Using a pocket chart or whiteboard and spell the words, *scent* and *sent*. Have students look at each word and explain what each word means. (*Scent means to have a smell, and sent is the past tense of send, which means to direct or cause to move to a certain place or point.*)

 **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.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Foundational Literacy Skills

Beginning

While introducing the homophones, show students pictures that represent each word: *by/buy*, *sight/site*, *pane/pain*, *flea/flee*. Say sentences aloud using the homophones, and have students point to the image that matches the correct usage of the homophone.

Intermediate

Have students write two sentences using one homophone pair from the word bank on Activity Page 3.1. Have them share their sentences with a partner, and ask their partner which definition matches the way the homophone was used in the sentence.

Advanced/

Advanced High

Have students write sentences using homophones, and in pairs, have students identify the context clues that help the reader determine the meaning of the homophone.

ELPS 4.F

- As a class, create a sentence using the word *sent*. Make another sentence using the word *scent*.
- Using a piece of paper or whiteboard, have students work with a partner to collaborate and create new sentences using a different homophone pair. Homophone pairs can include: *by/buy*, *pane/pain*, and *flea/flee*.

HOMOPHONE DICTATION (10 MIN.)

- Ask students to turn to Activity Page 3.1 and follow directions.
 - Say: Listen closely as your teacher reads a sentence for each number. Each sentence will have one homophone from the word bank. Write the correct spelling of the homophone from the sentence on the line.
 - As students work, provide immediate and corrective feedback such as, "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."
1. The dog would *stare* out the window all day while people walked across the window of the house.
 2. She saw a tiny *flea* on the grass.
 3. The shirt was vibrant and colorful with the different colors that were used to *dye* it.
 4. He was in *pain* from the hard workout he did in the morning.
 5. The bicycle had a *brake* on it for the rider to stop.

Activity Page 3.1



Activity Page 3.1: Homophone Dictation

Collect Activity Page 3.1 to assess students' understanding of the correct meaning and spelling of homophones. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

Lesson 3: Spell Homophones

Reading



Primary Focus: Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation.

TEKS 3.1.C

Students will read and pronounce the high-frequency word *city*. **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 or multiple-meaning words.

TEKS 3.3.B

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

TEKS 3.3.D

READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students continue reading *The Other Side of the World*. Before reading, have students Think-Pair-Share to paraphrase what they have read and learned about in *The Other Side of the World* so far.
- 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.

cricket

1. n., originating in England and played many places, a game played outdoors with a ball and a wooden bat by two teams of eleven members each

Example: The ball flew by the window as the students were playing cricket outside.

2. n., an insect that resembles a grasshopper and makes a unique chirping sound

Example: I couldn't fall asleep because I kept hearing a cricket noisily chirping somewhere in my room.

festival, n., a celebration that usually includes food, music, and games

Example: The children were excited to eat the cotton candy and listen to the concert at the outdoor Fourth of July festival.

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.

Reader



Pages 11–14

gems, n., precious stones that have been cut and polished, often to be used for making jewelry

Example: It was interesting to listen to the jeweler describe where all of the different gems in the shop came from.

kazoo, n., a small instrument which makes sound when air is blown through the mouthpiece

Example: The music teacher showed the students how to make music by covering the holes in the kazoo while blowing into the mouthpiece.

opals, n., white or almost clear stones that sparkle and change color when tilted in the light

Example: The jeweler turned the precious opals into a ring for his grandmother.

- 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 *cricket* will be explored in depth during the close reading of the story.
- Ask students to recall how we locate words using the glossary. (*locate alphabetically*) Have students locate the word *cricket*. Based on the glossary definition, have students discuss with a partner what they think this part of the Reader might be about. Tell students that if they encounter other words that are unfamiliar to them to consult the glossary.
- 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 “All About Australia”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	kazoo opals	festival gems	
Multiple-Meaning Core Vocabulary Words	cricket		
Sayings and Phrases			

- Display this lesson's high-frequency word: *city*. Have students discuss with a partner anything they notice about the word and the meaning of the word. Point out to students that the word *city* starts with a soft 'c' so that makes the /s/ sound.
- Blend sounds aloud as you run your fingers under the word: /s/ /i/ /t/ /ee/. Clarify the meaning of *city* as needed. Invite students to turn to a partner and discuss the and cities they know or any cities in the Reader.
- Guide the class in reading the next section of *The Other Side of the World*, pages 11–14. Have students read the text with a partner.
- 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, “Remember to adjust your pitch to emphasize important words.”
- Choose strategic prompts to check for comprehension and their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Example prompts include:
 1. **Literal.** What did the family enjoy doing at the Brisbane Festival? (*The family enjoyed the Kazoo Orchestra and the cricket game.*)
 2. **Inferential.** How can the relationship between Tisha and her family best be described in this part of the text? (*They like making memories together because Tisha's mom said, “This will be a day to remember”; they enjoy the same things like seeing a game of cricket because the text says, “The family cheered and clapped as they watched the game.”*)
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
 - The family enjoyed many things at the Brisbane Festival, such as . . .
 - The relationship between Tisha and her family can best be described as . . .



Speaking and Listening

Offering and Supporting Opinions

Beginning

Reframe questions as simple yes/no questions (e.g., “Did the family enjoy the cricket game?”).

Intermediate

Provide students with a specific sentence frame (e.g., I can infer that Tish feels _____ about Australia now.).

Advanced/ Advanced High

Encourage students to use text evidence to support their answers. Provide specific sentences frames (e.g., On page ____, it says ____, which supports my answer that Tish feels _____.).

ELPS 4.G; ELPS 4.I

Challenge

Direct students to use classroom resources to add additional words and their meanings to the Reader and the Glossary.

WRAP UP (5 MIN.)

Have students write their answer to the following question in complete sentences using cursive handwriting.

What key ideas in Chapter 2 support the idea that Tisha is changing her mind about living in Australia? *(She took time to research places to visit; she had a great time going to the festival in Brisbane, cheered and clapped at the cricket game; the text also states that Australia was proving to be a land of adventure and discovery, so this shows that Tisha is looking forward to seeing new things.)*

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

## INTRODUCE

# Vowel Teams ai and ay

## LESSON

# 4

### PRIMARY FOCUS OF LESSON

#### Foundational Skills

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

Students will read and spell multisyllabic words with vowel teams and closed syllables.

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

#### Reading

Students will read multisyllabic words with vowel teams.

**TEKS 3.2.A.ii**

Students will read and pronounce the Tricky Word *structure* and high-frequency words *try* and *sea*.

**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 or multiple-meaning words.

**TEKS 3.3.B**

Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation.

**TEKS 3.1.C**

### FORMATIVE ASSESSMENT

#### Activity Page 4.1

#### Practice with Vowel Teams

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

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.2.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 3.1.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                                                                                                                                                                    |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                    |             |         |                                                                                                                                                                              |
| Introduce Vowel Teams <i>ai</i> and <i>ay</i> | Whole Group | 10 min. | <input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Spell Words with Vowel Teams <i>ai</i> and <i>ay</i> (Digital Components)                         |
| Practice with Vowel Teams                     | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Grade 3 Foundational Skills Record<br><input type="checkbox"/> Activity Page 4.1 (Digital Components) |
| <b>Reading</b>                                |             |         |                                                                                                                                                                              |
| Read <i>The Other Side of the World</i>       | Whole Group | 10 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 15–17)<br><input type="checkbox"/> Anecdotal Reading Record                                                 |
| Wrap Up                                       | Independent | 5 min.  |                                                                                                                                                                              |
| <b>Take-Home Material</b>                     |             |         |                                                                                                                                                                              |
| Read and Write <i>ai</i> and <i>ay</i>        |             |         | <input type="checkbox"/> Activity Page 4.2                                                                                                                                   |



## ADVANCE PREPARATION

### Foundational Skills

- Create an enlarged version of Spell Words with Vowel Teams *ai* and *ay* to display, or prepare to display the digital version.

#### > Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 to display, or prepare to display the digital version.

#### > Digital Component 4.2

### Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider using sticky notes to mark this section to easily find vocabulary terms: *mainstay*, *polyps*, and *structure*. Display vocabulary on the board for students to decode.

### Universal Access

- Prepare sentence strips that have the main events of the story from today's Reader pages.

Start Lesson

## Lesson 4: Introduce Vowel Teams *ai* and *ay*

# Foundational Skills

15M

**Primary Focus:** Students will follow, restate, and give oral instructions that involve reading and spelling multisyllabic words with vowel teams and closed syllables.

### TEKS 3.1.B

Students will read and spell multisyllabic words with vowel teams and closed

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

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

- Tell students in the last lesson, we learned about homophone pairs. Turn to a partner, and brainstorm a homophone pair. Discuss the definition of each word.

**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.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Point out the vowel teams in words. Frequently remind students the spelling rules: 1) the /ae/ sound is usually spelled *ai* when it shows up at the beginning or in the middle of a word or syllable; 2) the /ae/ sound is usually spelled *ay* when it shows up at the end of a word or syllable.

#### Intermediate

Occasionally point out vowel teams in words. Frequently remind students the spelling rules: 1) the /ae/ sound is usually spelled *ai* when it shows up at the beginning or in the middle of a word or syllable; 2) the /ae/ sound is usually spelled *ay* when it shows up at the end of a word or syllable.

#### Advanced/ Advanced High

Observe whether students are able to correctly identify vowel team /ae/ and *ay* words.

#### ELPS 4.C

### Activity Page 4.1



- Tell students that today's lesson will focus on two vowel teams that represent the /ae/ sound.
- Remind students that they have already learned one spelling for this sound: the split digraph *a\_e*. Have students turn to a partner and discuss what they know about the split digraph *a\_e*.
- Tell students that today they will focus on the long vowel sound /ae/, as in *gait*. Have students say the sound /ae/.
- Direct students to find the /ae/ sound on their Individual Code Chart. Explain that the /ae/ sound can be spelled *ai* or *ay*.
- Display Spell Words with Vowel Teams, and review the rules for spelling words with the /ae/ sound. Explain that the /ae/ sound is usually spelled *ai* when it shows up at the beginning or in the middle of a word or syllable. Point to the *ai* in the middle of *wait* or at the beginning of *aim*. Point out that *ai* is not usually at the end of words because English words generally do not end in 'i'.
- Explain that the /ae/ sound is usually spelled *ay* when it shows up at the end of a word or syllable. Point to the *ay* at the end of *day* and at the end of the first syllable in *maybe*.
- Write the word *mainstay* on the board.
- Explain the meaning of *mainstay*: something that is very important and always there. Provide an example in context: *Mr. Smith, the friendly librarian, is a mainstay at our school library; he's always there to help us find great books to read.*
- Underline the *ae* sound-spelling pattern in each syllable.
- Point to *ai* in *main*, and ask students to notice that the vowel team is in the middle of the first syllable.
- Point to *ay* in *stay*, and ask students to observe the vowel team at the end of the second syllable.
- Explain to students that they will now orally spell words with the *ai* or *ay* vowel pattern. Model the procedure: Teacher says: *unafraid*. Student: Repeats. *Unafraid*. /u/ /a/ /ae/. Spells: u-n-a-f-r-ai-d. Restates word: *unafraid*. Student then spells the word orally and repeats the word.
- Repeat using the rest of the words (*railway*, *entertain*, *hooray*, *castaway*, and *available*) with different students aloud. Have the rest of the students listen to identify where /ae/ sound is located within the word each student spells.

## PRACTICE WITH VOWEL TEAMS (5 MIN.)

- Ask students to turn to Activity Page 4.1 while you display the digital version.
- Direct students' attention to the blank lines on the activity page. Explain that they will listen as you say a word, then write the word as you repeat it.
- Direct students to write their answers in cursive, leaving spaces between words. Offer feedback such as:
  - "Check that your loops and tails are formed smoothly and connect to the next letter."
  - "Focus on keeping your letters of uniform size and proportion."
- Tell students that after they write each word, they should use a slash mark to divide each word into syllables and underline the vowel team in each word.
- Read the following words: *betray*, *explain*, *delay*, *abstain*, *aimlessly*, *prepaid*, *swaying*, *praiseworthy*, and *restraining*.
- Ask students to write a sentence using one of the words on the page. Have students share with a partner, and then call on several students to share their sentences with the class.



### Activity Page 4.1: Practice with Vowel Teams

Collect Activity Page 4.1 to assess students' spelling using vowel teams *ai* and *ay*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Activity Page 4.1



## Challenge

Ask students to brainstorm two or three other words with an *ai* or *ay* vowel team and write each one in a sentence.

## Lesson 4: Introduce Vowel Teams *ai* and *ay*


# Reading



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

### TEKS 3.2.A.ii

Students will read and pronounce the Tricky Word *structure* and high-frequency words *try* and *sea*. **TEKS 3.2.A.vii**

 **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.



## Reading

### Reading/Viewing Closely

#### Beginning

Provide sentence strips to students that have the main events of the story from today's Reader pages. Have students put the strips in order.

#### Intermediate

With a partner, have students write down the main events from the story from today's Reader pages. Have them take turns reading their main events to another partner pair and listening to confirm that the events are in the correct order.

#### Advanced/

#### Advanced High

Have students identify and discuss the events of today's story from the Reader with a partner. In pairs, have students discuss and determine at least one supporting detail for each event.

**ELPS 4.G; ELPS 1.E;**

**ELPS 2.G**

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

Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

### READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students continue reading *The Other Side of the World*. Ask students to retell what they read previously using the sentence stems,
  - I remember . . .
  - I noticed . . .
  - I wonder . . .
  - \_\_\_\_\_ reminded me of . . .
- 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.

**mainstay, n.,** something important, helpful, and always there

Example: Mr. Smith, the friendly librarian, is a mainstay at our school library; he's always there to help us find great books to read.

**polyps, n.,** small water animals with soft bodies and mouths surrounded by tentacles

Example: The diver found polyps living at the bottom of the ocean.

**structure, n.,** a thing made up of a number of parts joined together in a certain way

Example: The engineer designed the structure of the house using wood and steel.

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

**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 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

- Tell students that each word in a dictionary is called an entry.
- Allow students to work in partners to find the entry for *mainstay* in the dictionary. Monitor students and provide feedback on using the alphabet and locating guide words, as needed.
- Point out the pronunciation of the word *mainstay* is under the word set in parenthesis. Explain to students that this pronunciation guide helps people to sound out the word phonetically. The pronunciation may be listed multiple times if the word has more than one meaning.

| Vocabulary Chart for “Exploring the Great Barrier Reef” |                            |                               |                              |
|---------------------------------------------------------|----------------------------|-------------------------------|------------------------------|
| Vocabulary Type                                         | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Core Vocabulary                                         | mainstays<br>polyps        | structure                     |                              |
| Multiple-Meaning Core Vocabulary Words                  |                            |                               |                              |
| Sayings and Phrases                                     |                            |                               |                              |

- Display the Tricky Word. Allow students time to decode before reading it aloud.
  - Tricky Word: *structure* (explain that the letters *ture* are pronounced /ch/ /er/)
- Invite students to share what they already know about the meanings of this word.
- Display this lesson’s high-frequency words: *try* and *sea*. Have students discuss with a partner anything they notice about the words and the meaning of the words. Discuss what is the same and different about these high-frequency words.
- Focus on the high-frequency word *try*. Blend sounds aloud as you run your fingers under the word: /t/ /r/ /ie/. Invite students to add different prefixes and suffixes to the word *try* to make new words using *try* as the base word. (*retry*, *trying*, *tried*)
- Focus on the high-frequency word *sea*. Blend sounds aloud as you run your fingers under the word: /s/ /ee/. Remind students that *sea* is a homophone.

Reader



Pages 15–17

Ask students how do you spell the other sea? (see)

- Tell students today they will be reading the next section of *The Other Side of the World*, pages 15–17.
- Guide the class in reading the next section of *The Other Side of the World*, pages 15–17. Model self-correcting while reading the next few sentences. Explain to students that as you listen to them read, you will be listening for them self-correcting any errors.
- Have students partner read with an intentional set partner (Set partners by using past observations and assessments).
- As you listen to students read, make notes in your Anecdotal Reading Record regarding their individual ability to read with self correction. Provide immediate and corrective feedback about self-correcting such as, “Make sure to sound out syllables in words. Use context clues to help read unfamiliar words. Reread the whole sentence to help understand the meaning of the text.”
- Choose strategic prompts to check for comprehension. When discussing the story, remind students to speak at an appropriate rate and volume while maintaining eye contact. Ask the following questions, and prompt students to use context for support, if needed. Example prompts include:
  1. **Literal.** What type of animals did Dad and Tisha see during their tour cruise? (*Tisha and her dad saw parrotfish and giant clams.*)
  2. **Inferential.** What is the most likely reason Tisha does not want to admit to Dad that she was excited to try snorkeling? (*She did not want him to know she was beginning to like Australia.*)
  3. **Evaluative.** What is the most likely reason the author uses the word *mainstay* when referring to the snacks on p. 15? (*to show that Dad and Tisha needed/depended on those snacks because they would be gone for a long time*)
- Remind students that when they use sentence stems they are using the conventions of academic language to communicate their ideas effectively. Ensure students speak coherently and draw evidence from the text to support their responses using the following sentence stems:
  - Tisha and her dad saw . . .
  - Tisha did not want to admit that . . .
  - The author used . . . because . . .

## WRAP UP (5 MIN.)

- Give each student a sheet of paper and have them revise this sentence from the story adding descriptive words: "Dad and Tisha began with a tour cruise on a glass-bottom boat." (*Example: Dad and Tisha began the day at sunrise with an hour-long cruise on a beautiful, glass-bottom boat.*)
- Post a sentence with an *ai* or *ay* word. Example: "They were aiming for a full day of activities." Ask students to include information to include who is aiming for a full day, what kind of activities, and where will the activities take place to make the sentence more descriptive. (*Dad and Tisha were aiming for a full day of fun and exciting activities on their trip to the Great Barrier Reef.*)
- Explain to students that we can revise our writing by adding descriptive words to sentences to help readers visualize what is happening.



### Check for Understanding

Observe students as they brainstorm sentences using descriptive words and have students share their writing aloud to a partner. Take note of and confer with students who need additional instruction or practice.

End Lesson

## Lesson 4: Vowel Teams *ai* and *ay*

# Take-Home Material

- Have students take home Activity Page 4.2 for additional practice with this lesson's objectives.

## Activity Page 4.2







## REVIEW

# Vowel Teams ai and ay

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

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

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

**Reading**

Students will read Chapter 3 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

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

## FORMATIVE ASSESSMENT

## Activity Page 5.1

## ai/ay Word Sort

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

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

## LESSON AT A GLANCE

|                                            | Grouping    | Time    | Materials                                                                                                                                                                 |
|--------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                 |             |         |                                                                                                                                                                           |
| Review Vowel Teams <i>ai</i> and <i>ay</i> | Whole Group | 5 min.  |                                                                                                                                                                           |
| <i>ai/ay</i> Word Sort                     | Whole Group | 10 min. | <input type="checkbox"/> Vowel Team Hunt Word Cards (TR 5.1)<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Grade 3 Foundational Skills Record |
| <b>Reading</b>                             |             |         |                                                                                                                                                                           |
| Read <i>The Other Side of the World</i>    | Whole Group | 10 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 18–20)<br><input type="checkbox"/> Anecdotal Reading Record                                              |
| Wrap Up                                    | Independent | 5 min.  | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 18–20)<br><input type="checkbox"/> whiteboard or chart paper<br><input type="checkbox"/> paper           |

## ADVANCE PREPARATION

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark paragraphs that will be used for fluency practice and to easily find vocabulary terms: *refrain*, *sustain*, and *display*. Display vocabulary on the board for students to decode.

### Universal Access

- Provide a word bank of ai and ay words for Emergent Bilingual Students to use during the *ai/ay* Word Sort activity. The word bank should include: *subway*, *trailblazer*, *mermaid*, *trailing*, *explaining*, *complain*, *praying*, *raining*, *yesterday*, *anyway*, *delaying*. Consider providing visuals for each word.

Start Lesson

## Lesson 5: Review Vowel Teams *ai* and *ay*

# Foundational Skills

15M

**Primary Focus** Students will follow, restate, and give oral instructions that involve reading and spelling multisyllabic words with vowel teams and closed syllables.

### TEKS 3.1.B

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

## REVIEW VOWEL TEAMS AI AND AY (5 MIN.)

- Remind students that several spelling patterns represent the /ae/ sound, and today, they will focus on this sound spelled with the vowel teams *ai* and *ay*. Ask students to turn to a partner and discuss what they know about the vowel teams *ai* and *ay*.
- Say the word *faithful*. Tell students to listen to where they hear the /ae/ sound. Guide students in repeating the word and clapping the syllables: *faith/ful*.
- Remind students that the /ae/ sound is usually spelled *ai* when it shows up at the beginning or in the middle of a word or syllable. The /ae/ sound is usually spelled *ay* when it shows up at the end of a word or syllable.
- Write the word *faithful* on the board. Clap the syllables.

**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 a word bank of /ai/ and /ay/ words. In pairs, have students fill in a two-column chart writing each word under the correct column to sort by the spelling rules.

#### Intermediate

In pairs, have students write and then orally read sentences using the words from the ai/ay Word Sort.

#### Advanced/

#### Advanced High

Have students write 1–2 sentences using words with the vowel teams ai and ay. Then have students read their sentences to a partner, and have their partner listen and identify the spelling of the /ae/ words in the sentences.

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

**ELPS 4.I**

## Activity Page 5.1



### Challenge

Ask students to create a word search using words from the lesson as well as other words with the *ai* and *ay* spelling patterns. Invite students to exchange their word search with a peer and then find the words.

### Reader



Pages 18–20

- Point to the vowel team *ai* in *faithful*, and underline it.
- Ask: Why is *faithful* spelled with *ai*? (*Faithful is spelled with ai because the /ae/ sound comes in the middle of a syllable.*)

### AI/ay WORD SORT (10 MIN.)

- Ask students to turn to Activity Page 5.1 and follow the directions.
- Read each word below and have students write them in the correct category. Say each word once and then repeat once you have finished the list.
  - *subway, trailblazer, mermaid, trailing, explaining, complain, praying, raining, yesterday, anyway, and delaying*
- Read the following sentences aloud for students to dictate:
  - I walked to the store yesterday with my mother.
  - My sister complained that the rain delayed her softball game.



### Activity Page 5.1: ai/ay Word Sort

Collect Activity Page 5.1 to assess students' ability to identify the vowel teams *ai* and *ay* in multisyllabic words. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 5: Review Vowel Teams *ai* and *ay*

# Reading

15M

- Primary Focus:** Students will read Chapter 3 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read multisyllabic words with vowel teams. **TEKS 3.2.A.ii**
- Students will use context to determine the meaning of unfamiliar words or multiple-meaning words. **TEKS 3.3.B**

### READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students will continue reading *The Other Side of the World*, pages 18–20.



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

- Tell students that authors usually write clues in the sentence to help the reader figure out unknown words. Ask students if they remember what those clues are called. (*context clues*)
- Write the sentence, “The Great Barrier Reef helps sustain the life of the many types of animals that call it home, the guide said.” on the board. Read this sentence to the class.
- Ask students to turn to a partner and decide on the clues in this sentence that help the reader know what the word *sustain* means. (Answers may vary, but should include the words *helps* and *life*.)
- Ask students to predict what *sustain* means.
- Use the glossary to determine the meaning of the word. Ask students if the definition matches what they predicted based on context clues.
- 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.

**refrain, v.**, stopping oneself from doing something

Example: The animals are interesting and unique in Australia but refrain from getting too close because they can be harmful.

**sustain, v.**, to support with food

Example: There have been efforts to sustain the Great Barrier Reef’s ecosystem to support its natural beauty.

**display**

**1. n.**, a performance or showing of something

Example: The tiger shark opened his mouth and showed a humongous display of teeth.

**2. v.**, putting something out so it can be seen

Example: The class was excited to display their projects at the annual science fair.

- Conduct a brief discussion about the remaining words and phrases in the chart. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each. The multiple meanings of the word *display* 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 definitions of words in bold. Review the definitions together and ask students to share their understanding of the word. Call on a few students to share their thoughts.

| Vocabulary Chart for “Exploring the Great Barrier Reef” |                            |                               |                              |
|---------------------------------------------------------|----------------------------|-------------------------------|------------------------------|
| Vocabulary Type                                         | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Core Vocabulary                                         | sustain                    | refrain                       |                              |
| Multiple-Meaning Core Vocabulary Words                  |                            | display                       |                              |
| Sayings and Phrases                                     |                            |                               |                              |

- Guide the class in reading the next section of *The Other Side of the World*, pages 18–20.
- Model fluent reading for the first few sentences, emphasizing proper pacing. Demonstrate how to smoothly navigate through the text.
- Partner students to read the rest of the text. Have students focus on natural pacing, not too fast or too slow.
- As you listen to students read, make notes on the Anecdotal Reading Record regarding their individual reading ability to decode words accurately. Provide immediate and corrective feedback such as, “Great job pausing between paragraphs, that shows an understanding of the text structure.”
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal.** Name three types of sea animals that live within the Great Barrier Reef. (*Three types of sea animals that live in the Great Barrier Reef are clownfish, tiger sharks, and reef sharks.*)
  2. **Inferential.** What is the most likely reason visitors need to refrain from getting too close to sea animals? (*Answers may vary but should reflect the idea that some of the animals are dangerous.*)



## Speaking and Listening

### Offering and Supporting Opinions

#### Beginning

Students should answer comprehension questions using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide examples and sentence frames such as: One type of sea animal that lives within the Great Barrier Reef is \_\_\_\_\_. I think \_\_\_\_\_ is the most important part of the reef.

#### Intermediate

Students should use increasingly detailed textual evidence to answer comprehension questions. Instruct students to use formal language when answering. Provide examples and sentence frames such as: Visitors need to refrain from getting too close to sea animals because \_\_\_\_\_. I think \_\_\_\_\_ is the most important part of the reef because \_\_\_\_\_.

#### Advanced/ Advanced High

Students should use detailed textual evidence, and be instructed to use formal language when answering comprehension questions.

**ELPS 1.G; ELPS 3.G;  
ELPS 4.I; ELPS 4.J; ELPS 4.K**

3. **Evaluative.** Do you think coral or algae is the most important part of the reef? (*Answers may vary but should reflect the idea that some animals use the coral to hide from predators.*)
- Ensure students draw evidence from the text to support their responses given the following sentence stems:
    - Three types of sea animals that live in the Great Barrier Reef are . . .
    - People should refrain from getting too close to sea animals due to . . .
    - The most important part of the reef is . . . because . . .

### WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper eight words with the /ae/ sound spelled with *ai* or *ay* in the section of the Reader they just read.
- Have students share the words and display them on the board or chart paper: *sustain*, *manta ray*, *maintain*, *display*, *refrain*, *afraid*, *array*, and *entertaining*.
- 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.
- If time, pass out a sheet of paper and ask students to revise this sentence to include additional *ai* or *ay* words: "Tisha pointed at the manta rays nearby." (*Example: Tisha pointed to the display of manta rays entertaining the crowd nearby.*)



### Check for Understanding

Observe students as they search for and write /ae/ words. Take note of and confer with any students who need additional instruction.

End Lesson





## INTRODUCE

# Vowel Team: /oo/ and /oo/ > oo

6

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

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

## Reading

Students will read Chapter 3 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will read and pronounce the Tricky Word *algae* and high-frequency word *took*. **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 or multiple-meaning words. **TEKS 3.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 6.1

## Word Sort: oo Spelling Pattern

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

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by: (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 3.2.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                                                                                                                                                                                                     |
|-----------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>              |             |         |                                                                                                                                                                                                               |
| Introduce Vowel Team oo                 | Whole Group | 7 min.  | <input type="checkbox"/> Individual Code Chart                                                                                                                                                                |
| Practice with Word Sort: Vowel Team oo  | Whole Group | 8 min.  | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Grade 3 Foundational Skills Record                                                                                                     |
| <b>Reading</b>                          |             |         |                                                                                                                                                                                                               |
| Read <i>The Other Side of the World</i> | Whole Group | 10 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 21–26)<br><input type="checkbox"/> dictionaries                                                                                              |
| Wrap Up                                 | Independent | 5 min.  | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 21–26)<br><input type="checkbox"/> whiteboard or chart paper<br><input type="checkbox"/> dry erase markers<br><input type="checkbox"/> paper |

## ADVANCE PREPARATION

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *algae*, *oxygen*, and *snorkeling*. Display vocabulary on the board for students to decode.
- Prepare dictionaries for students to use when reviewing the vocabulary terms in this lesson.

### Universal Access

- Create a list of words with the /oo/ spelling pattern for Emergent Bilingual Students. Word list may include: *look*, *loop*, *hoop*, *shook*, *zookeeper*, *zoo*, *cooking*, and *school*

Start Lesson

## Lesson 6: Introduce Vowel Team: /oo/ and /oo/ > oo

# Foundational Skills

15M

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

Students will read and spell multisyllabic words with vowel teams.

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

## INTRODUCE VOWEL TEAM /OO/ (7 MIN.)

- Prompt students to recall and discuss the spelling rules learned in the previous lesson. Tell students that you will continue practicing with Vowel teams today.
- Tell students that today's lesson will focus on the oo vowel team.
- Explain to students that the oo vowel team usually represents two sounds: /oo/ (long) and /oo/ (short).
- Direct students to find the /oo/ sound on their Individual Code Chart.
- Tell students to point to the word *soon* on their Individual Code Chart and say the word aloud.

**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.



## Foundational Literacy Skills

### Foundational Skills

#### Beginning

Work collaboratively with students to come up with words with the /oo/ spelling pattern.

#### Intermediate

Encourage students to work with a partner to come up with and write down their own set of words that follow the /oo/ spelling pattern.

#### Advanced/ Advanced High

Challenge students to come up with words that follow the /oo/ spelling pattern and use them in a sentence. Then have students read their sentences aloud to a partner.

**ELPS 1.E; ELPS 4.J;  
ELPS 5.G**

### Activity Page 6.1



- Ask: Does the oo vowel team in *soon* represent a long or short vowel sound? (*The oo vowel team in soon is a long vowel sound.*)
- Direct students to find the /oo/ sound on their Individual Code Chart.
- Tell students to point to the word *look* on their Individual Code Chart and say the word aloud.
- Ask: Does the oo vowel team in *look* represent a long or short vowel sound? (*The oo vowel team in look is a short vowel sound.*)
- Explain to students that the oo spelling pattern is usually in the middle or the end of the base word.
- Write the word *wooden* on the board.
- Divide *wooden* into syllables, *wood/en*, and then decode each syllable.
- Tell students to determine whether oo represents the long sound /oo/, as in *soon*, or the short sound /oo/, as in *look*. They can try both sounds and think about which one sounds right and makes sense in the context.
- Write the sentence: *The wooden bench was painted with beautiful flowers.*
- Say the word *wooden* using the /oo/ sound, then read the sentence aloud using this sound.
- Say the word *wooden* using the /oo/ sound, then read the sentence aloud using this sound.
- Tell students that based on the context and trying each sound, the /oo/ sound makes sense and sounds right in this sentence.
- Write the word *goodness* on the board, and read it aloud. Guide students in repeating the word and clapping the syllables.
- Tell students to clasp their hands together if they hear a short vowel sound in the word *goodness* or spread their hands far apart if they hear a long vowel sound.
- Write these words on the board in cursive: *scooping*, *hoodwinked*, *foolishness*, and *withstood*. Have students come up to decode and determine the /oo/ sound in each of the words.

### PRACTICE WITH WORD SORT: VOWEL TEAM /OO/ (8 MIN.)

- Ask students to turn to Activity Page 6.1 and follow directions.
- Explain that they will listen as you say each word, then they will repeat the word and write it in the correct column: /oo/ as in *soon* or /oo/ as in *look*.

- Say the following words for students to sort: *kangaroo*, *schoolroom*, *cookbook*, *undertook*, and *zookeeper*.
- Tell students the meaning of each word.
- Have students listen to the following sentence and write it in cursive on the lines provided. *His favorite football team is playing this Saturday.* Provide immediate and corrective feedback such as, “Ensure that your letters are properly spaced and don’t run into each other.”



### Activity Page 6.1: Word Sort: oo Spelling Pattern

Observe students as they read aloud, then collect Activity Page 6.1 to assess their ability to read and spell words with the oo vowel team. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

### Challenge

Ask students to create a word sort with three or four multisyllabic words for each sound represented by the oo spelling pattern. Tell students to exchange their word sort with a partner.

## Lesson 6: Introduce Vowel Team: /oo/ and /oo/ > oo

# Reading

15M

**Primary Focus:** Students will read Chapter 3 of *The Other Side of the World* and

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

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

Students will read and pronounce the Tricky Word *algae* and high-frequency word *took*. **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 or multiple-meaning words. **TEKS 3.3.B**

### READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students continue reading Chapter 3, *The Other Side of the World*. Have students turn and talk about what they have read in previous chapters using the sentence stem “In chapter \_\_\_\_\_, I noticed . . .” Have

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

them explain one fact they have learned from this story, *The Other Side of the World*.

- Invite students to share what they already know about the meanings of these words.
- 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.

**algae, n.,** tiny plants that live in the water and make food from sunlight through the process of photosynthesis

Example: The children were careful when they entered the lake because they didn't want to slip on the algae growing at the water's edge.

**oxygen, n.,** one of the main elements that makes up air, and all animals and plants need it to live

Example: The man took a deep breath of oxygen before he swam a lap under water.

**snorkeling, n.,** swimming underwater using a tube to breathe air

Example: When the girls were snorkeling, they were able to swim underwater with the fish and take pictures.

- Conduct a brief discussion about the remaining 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.
- Ask students to work with partners to find the word *oxygen* in the dictionary. Provide feedback in using the alphabet and guide words, as needed.
- Tell students it is important to understand how the dictionary is formatted, so they can use it quickly to help them identify the correct meaning when looking up a word.

**Vocabulary Chart for “Exploring the Great Barrier Reef”**

| <b>Vocabulary Type</b>                 | <b>Tier 3 Unit-Specific Words</b> | <b>Tier 2 General Academic Words</b> | <b>Tier 1 Everyday Speech Words</b> |
|----------------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|
| Core Vocabulary                        | algae<br>oxygen<br>snorkeling     |                                      |                                     |
| Multiple-Meaning Core Vocabulary Words |                                   |                                      |                                     |
| Sayings and Phrases                    |                                   |                                      |                                     |

- Display the Tricky Word, read the word, and use it aloud in a sentence:
  - Tricky Word: *algae* (explain that the letter ‘g’ is pronounced /j/. The letters ae are pronounced /ee/.)
- Display this lesson’s high-frequency word: *took*. Have students discuss with a partner anything they notice about the word and the meaning of the word. In this lesson we have been talking about vowel teams. In the word *took*, there is a vowel team. Under line the vowel team (oo). Discuss if it is a long or short vowel team oo with a partner. (short)
- Blend sounds aloud as you run your fingers under the word: /t/ /oo/ /k/.
- Guide the class in reading the section of *The Other Side of the World*, pages 21–26. Model fluent reading by focusing on natural pacing for the first two sentences on page 21, then have students practice this fluency skill while reading independently.
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback. “The speed that you are reading at is great! I like how you are slowing down for important details and speeding up for less crucial information.”
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal.** What type of birds nest in mangrove trees? (*Birds like the little bronze cuckoo dwell in these trees.*)



## Speaking and Listening

### Offering and Supporting Opinions

#### Beginning

Provide visuals of the bronze cuckoo and other sea animals mentioned in the Reader such as coral and clownfish. Students should answer comprehension questions using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide sentence stems such as: \_\_\_\_\_ nest in mangrove trees.

#### Intermediate

Students should use increasingly detailed textual evidence to answer comprehension questions. Instruct students to use formal language when answering. Provide sentence stems such as: Algae is important in the Great Barrier Reef because \_\_\_\_\_.

#### Advanced/ Advanced High

Students should use detailed textual evidence, and be instructed to use formal language when answering comprehension questions.

**ELPS 1.G; ELPS 3.G;  
ELPS 4.I; ELPS 4.J; ELPS 4.K**

### Challenge

Ask students to write a silly story using the oo spelling pattern words from the Reader, then swap and read a partner's story.

2. **Inferential.** What is the mostly likely reason that algae is important in the Great Barrier Reef? (*Many sea animals obtain their food and oxygen by consuming algae.*)
3. **Evaluative.** What key details support the idea that being a tour guide is an important job? (*Answers may vary but should reflect the idea that tour guides help people learn about new places.*)
  - Ensure students draw evidence from the text to support their responses given the following sentence stems:
    - The type of birds that nest in mangrove trees are . . .
    - Algae is important to the Great Barrier Reef because . . .
    - A tour guide is an important job because . . .

### WRAP UP (5 MIN.)

- Direct students to search for and list on a piece of paper with the vowel team oo in the section of the text they just read.
- Have students share the words and display them on the board or chart paper: *looked, food, root, cuckoo, took, doodled, cool, scooped, hoodie, moonlit, zooming, swooping, and smoothly.*
- Read each word aloud, clapping the syllables. 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.
- If time, pass out a sheet of paper to each student. Ask students to revise the following sentence from the story to include commas in a series: "Mom would love the nature trails and seeing the island on a moonlit evening, Dad said." (Example: "Mom would love the nature trails, seeing the island on a moonlit evening, and taking pictures of us on the beach," Dad said.)



### Check for Understanding

As students work, monitor and note which students identify the pattern correctly. If a student highlights a word that does not contain oo, ask them for clarification. As you circulate, ask students to reread one of their highlighted words aloud to you.

End Lesson



## REVIEW

# Vowel Team: /oo/ and /oo/ > oo

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell multisyllabic words with vowel teams.

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

## Reading

Students will speak coherently about *The Other Side of the World* with

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

Students will read multisyllabic words with vowel teams and closed syllables.

 **TEKS 3.2.A.ii**

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

 **TEKS 3.4**

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


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

## FORMATIVE ASSESSMENT

## Activity Page 7.1

## Reader Response

 **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.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                                               |
|------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                     |             |         |                                                                                                                                                         |
| Review Vowel Team oo                           | Whole Group | 8 min.  | <input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> sticky notes                                                                 |
| <b>Reading</b>                                 |             |         |                                                                                                                                                         |
| Choral Read <i>The Other Side of the World</i> | Whole Group | 15 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 21–26)<br><input type="checkbox"/> dictionary<br><input type="checkbox"/> sticky notes |
| Wrap Up                                        | Independent | 7 min.  | <input type="checkbox"/> Activity Page 7.1                                                                                                              |

## ADVANCE PREPARATION

### Foundational Skills

- Draw a two-column chart on the board with the labels: short /oo/ sound and long /oo/ sound for use during the review activity.
- Gather enough sticky notes for each student.

### Reading

- Preview the section of the Reader that will be read during this lesson.  
Consider using sticky notes to mark sections to pay close attention to during students' fluency practice. These could be sections with tricky words or unfamiliar words.
- Have dictionaries available for students to look up unfamiliar words.
- Gather enough sticky notes for each student to use while reading to mark any unfamiliar words in the Reader.

### Universal Access

- Provide students with an opportunity to dictate their sentences.
- Prepare a word bank of words with the /oo/ vowel team such as *kangaroo*, *cook*, *textbook*, *bedroom*, *zoo*, and *overlook*. In pairs, have students sort the words by sound.
- Prepare a picture of an island.
- Consider making a chart to list each island and the activities described on each.

Start Lesson

## Lesson 7: Review Vowel Team /oo/ and /oo/ > oo

# Foundational Skills




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

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

### REVIEW VOWEL TEAM /OO/ (8 MIN.)

- Give each student a sticky note. Give students one minute to write a word that has an oo vowel team spelling pattern.

 **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.



## Foundational Skills

### Foundational Skills

#### Beginning

Provide a word bank of words with the /oo/ vowel team such as *kangaroo*, *cook*, *textbook*, *bedroom*, *zoo*, and *overlook*. In pairs, have students sort the words by sound.

#### Intermediate

Provide a word bank of words with the /oo/ vowel team such as *kangaroo*, *cook*, *textbook*, *bedroom*, *zoo*, and *overlook*. In pairs have students discuss and identify the sounds of each word. Provide sentence frames such as:  
\_\_\_\_\_ has the long /oo/ sound. Cook has the \_\_\_\_\_ /oo/ sound.

#### Advanced/

#### Advanced High

Challenge students to come up with words that follow the /oo/ spelling pattern and use them in a sentence. Then have students read their sentence aloud to a partner and discuss whether their words have the short or long /oo/ sound.

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

- Ask the student to whisper the word to themselves and decide if the word has a short /oo/ sound, as in *look* or a long /oo/ sound, as in *mood*.
- Ask students to silently walk to the board and place their sticky note on the side of the chart it belongs to, short /oo/ sound or long /oo/ sound.
- Tell students that today's lesson focuses on reviewing the oo vowel team.
- Direct students to find the /oo/ and /oo/ sounds on their Individual Code Chart.
- Ask: Which sounds does the oo spelling pattern represent? Remind students that there are two.
- Student: Short /oo/, as in *look*, and long /oo/, as in *mood*
- Ask: What strategy can you use to read the correct sound in a word? (*Try the long /oo/ sound and short /oo/ sound to see which one sounds right and makes sense in the context.*)
- Say and write the word *cartoonish* on the board or chart paper. Guide students in syllabifying, decoding, and repeating the word.
  - Note: Model shifting and identifying the correct sound of spelling oo in the words.
- Have students decode the following words: *misunderstood*, *troubleshoot*, and *falsehood*.
- Ask students to think about where they placed their sticky note at the beginning of the lesson. If any student needs to move their sticky note, they can walk to the board to move it to the correct place.

## Lesson 7: Review Vowel Team /oo/ and /oo/ › oo

# Reading

22M

**Primary Focus:** Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read multisyllabic words with vowel teams and closed syllables. **TEKS 3.2.A.ii**

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

Students will use context to determine the meaning of unfamiliar words or 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.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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## CHORAL READ *THE OTHER SIDE OF THE WORLD* (15 MIN.)

- Explain that today students will reread the previous section of Chapter 3, *The Other Side of the World*, pages 21–26.
- **Note:** Each time students encounter a new section of text in the Reader, the lesson includes new vocabulary words and/or phrases to accompany the section of text. There are lessons in which students reread sections of the Reader, for the purpose of building fluency. These lessons do not introduce new vocabulary or have a vocabulary chart.
- Tell students that today's reading fluency focus is on accuracy (reading words correctly).
- Direct students to page 21 in the Reader. As students locate the page in the Reader, pass out a few sticky notes to each student.
- Instruct students to listen to you model the first two sentences practicing accuracy. If you make any mistakes, correct it and read the word in the sentence again correctly.
- Then instruct students to read aloud. Remind them that today we are practicing accuracy so if there is a word that they have messed up, go back and read it correctly. If there are any unfamiliar words, have students mark the word in the passage with a sticky note.
- Ask: Were there any words in the reading that were unfamiliar? Did you mark any words in the passage with a sticky note? (*Go over unfamiliar words, use the Glossary or a dictionary to help define unfamiliar words as a class.*)
- After going over any unfamiliar words, have students reread the passage. They should be able to read it more accurately the second time through because the words should all be familiar.
- As you listen to students read, make notes regarding accuracy in the Anecdotal Reading Record and provide immediate and corrective feedback, such as, "If you come across a word that is tricky to read accurately sound it out or use context clues to help figure out the word."
- When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Choose strategic prompts to check for comprehension and students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:

## Reader



Pages 21–26

EMERGENT  
BILINGUAL  
STUDENTS



## Foundational Skills

### Reading/Viewing Closely

#### Beginning

Define the word island. Show pictures for visual context. Ask students to share any background or relevant information they know about islands.

#### Intermediate

Consider making a chart to list each island and the activities described on each. Have students complete the chart with a partner as they read, sorting the activities under the correct heading.

#### Advanced/ Advanced High

Have students discuss with a partner which island they would most like to visit and explain why using evidence from the text. Provide sentence frames such as: I would like to visit \_\_\_\_\_ because \_\_\_\_\_.

ELPS 4.G

### Challenge

Ask students to work with a partner to write a story about scuba diving and island hopping. Tell them to include words with the oo spelling pattern from the text or other words with the pattern.

1. **Literal.** What was Tisha hoping to see while on the island? (*Tisha hoped to see whales migrating.*)
  2. **Inferential.** Based on the details in this section, what can the reader infer about Tisha and her Dad? (*They both enjoyed the boat tour so much, they decided to snorkel; They talked about all of the plants and sea life, so this shows they are very interested in the ocean; Tisha doodled some things that she saw, so this shows that she enjoyed everything she saw, etc.*)
  3. **Evaluative.** What idea do the details about coral reefs support? (*Coral reefs provide an ecosystem for sea life because smaller fish hide there; algae in the reef provides food; mangroves improve water quality.*)
- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
    - Tisha was hoping to see . . .
    - I can infer that Tisha and her Dad . . .
    - The details about coral reefs support the idea that . . .



### Check for Understanding

As students choral read, note students who need support with reading accurately. Consider giving these students additional support to better assess and address fluency gaps. If students need more fluency practice, make use of the resources in the Fluency Supplement.

### Activity Page 7.1



### WRAP UP (7 MIN.)

- Ask students to turn to Activity Page 7.1 and read the following directions.
- Say: In this lesson we have discussed the vowel team words with oo. Circle the vowel team in each of the words in the Word Bank. Then create two sentences, each with one of the words from the Word Bank. The sentences should relate to *The Other Side of the World*. Write each sentence neatly in cursive, leaving spaces between words. Offer feedback such as:
  - “Focus on maintaining consistent slant and angle throughout your writing.”
  - “Focus on connecting your letters smoothly. Work on making the transition from ‘o’ to ‘o’ more fluid.”



### Activity Page 7.1: Reader Response

Collect Activity Page 7.1 to assess students' ability to correctly spell words using the oo spelling pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson





## INTRODUCE

# Vowel Teams: /oo/

## > ew, ue, ui

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell multisyllabic words with vowel teams *ew*, *ue*, and *ui*.

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

## Reading

Students will read Chapter 4 of *The Other Side of the World* and listen actively to

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

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

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

🇺🇸 *kind*. **TEKS 3.2.A.vii**

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

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

## FORMATIVE ASSESSMENT

Activity Page 8.1

Practice with Dictation: *ew*, *ue*, *ui*

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

## LESSON AT A GLANCE

|                                            | Grouping    | Time    | Materials                                                                                                                    |
|--------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                 |             |         |                                                                                                                              |
| Review Vowel Teams <i>ew, ue, ui</i>       | Whole Group | 10 min. | <input type="checkbox"/> Individual Code Chart                                                                               |
| Practice with Dictation: <i>ew, ue, ui</i> | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Grade 3 Foundational Skills Record                    |
| <b>Reading</b>                             |             |         |                                                                                                                              |
| Read <i>The Other Side of the World</i>    | Whole Group | 10 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 27–32)<br><input type="checkbox"/> Anecdotal Reading Record |
| Wrap Up                                    | Whole Group | 5 min.  | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 27–32)                                                      |

## ADVANCE PREPARATION

### Foundational Skills

- Write the following words in cursive on the board or chart paper to use during the vowel team review activity: residue, juicy, chewing, clueless, and unsuitable. Cover the words up until they are needed.
- Predetermine small groups, as needed, for Activity Page 8.1.

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary term: *fluent*. Display vocabulary on the board for students to decode.

### Universal Access

- Use the Individual Code Chart found in each student's activity book and in the Teacher Resource section of this teacher guide during the vowel team review activity to review the spelling pattern for the vowel team /oo/.

Start Lesson

## Lesson 8: Introduce Vowel Teams: /oo/ › ew, ue, ui Foundational Skills



**Primary Focus** Students will read and spell multisyllabic words with vowel teams ew, ue, and ui. **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**

### REVIEW VOWEL TEAMS EW, UE, UI (10 MIN.)

- Tell students in the last lesson, we learned about words that have the oo spelling. Turn to a partner, and discuss which sounds the oo spelling pattern represent. (*short /oo/, as in look, and long /oo/, as in mood*)
- Tell students that today they will learn three vowel teams for the /oo/ sound: ew, ue, and ui.
- Direct students' attention to /oo/ on the Individual Code Chart.
- Ask students to point to the word *new* and say it aloud.
- Ask: What vowel sound do you hear in *new*? (*I heard the /oo/ vowel sound.*)

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Divide students into small groups for teacher-directed instruction to review the vowel teams: *ew*, *ue*, *ui* and complete Activity Page 8.1.

#### Intermediate

Allow students to work in strategic partner groups while completing the activity page.

#### Advanced/ Advanced High

Observe how students are able to answer the questions on the activity page independently.

ELPS 1.C

### Activity Page 8.1



- Ask: What vowel team do you see for /oo/ in *new*? (I heard the /ew/ vowel sound.)
- Repeat with *blue* and *fruit*.
- Write the word *withdrew* on the board, and read it aloud. Ask: What is the spelling pattern for /oo/ in *withdrew*? (The spelling pattern for *withdrew* is /ew/.)
- Underline *ew*. Guide students in reading the word and clapping the syllables.
- Display these words all at one time in cursive on the board: *residue*, *juicy*, *chewing*, *clueless*, and *unsuitable*. Have students come up and decode by isolating the vowel sound first.
- After reviewing all of the words, ask students to notice how the *ui* spelling is found in the middle of a syllable and *ew* and *ue* are usually found at the end of a syllable for this sound.

### PRACTICE WITH DICTATION: EW, UE, UI (5 MIN.)

- Ask students to turn to Activity Page 8.1.
- Explain that they will listen as you say a word, then write the word as you repeat it.
- Say the following words: *suitcase*, *fruitful*, *outgrew*, *renewing*, *Tuesday*, and *barbeque*.
- Direct students to complete responses in cursive. Provide immediate and corrective feedback such as, "Check that your loops and tails are formed smoothly and connect to the next letter."
- Tell students to use a slash mark to divide each word into syllables and underline the vowel team in each word.
- Then, direct students to use one of the words from above create a question for a peer to answer about *The Other Side of the World*.



### Activity Page 8.1: Practice with Dictation: *ew*, *ue*, *ui*

Collect Activity Page 8.1 to assess students' ability to correctly spell words using the *ew*, *ue*, or *ui* spelling pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 8: Introduce Vowel Teams: /oo/ › ew, ue, ui

# Reading



**Primary Focus:** Students will read Chapter 4 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read multisyllabic words with vowel teams and closed syllables. **TEKS 3.2.A.ii**

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

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

### READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- ell students today they will read the next section of *The Other Side of the World*, pages 27–32.
- Preview the following vocabulary word 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.

**fluent, adj.,** able to do something easily

Example: The musician was fluent in playing all instruments.

- 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 this word and where they might have seen it.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.
- Say: Synonyms are words that mean the same thing. What is a synonym for the word *fluent*?

### Reader



Pages 27–32

### Challenge

Tell students to play Race Against the Clock with a word list they create. Ask students to work with a partner to brainstorm and write a list of words with the *ew*, *ui*, or *ue* spelling pattern. Student pairs swap lists and play the game.

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

| Vocabulary Chart for “Australia’s First People” |                               |                                  |                                 |
|-------------------------------------------------|-------------------------------|----------------------------------|---------------------------------|
| Vocabulary Type                                 | Tier 3<br>Unit-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Core Vocabulary                                 |                               | fluent                           |                                 |
| Multiple-Meaning Core Vocabulary Words          |                               |                                  |                                 |
| Sayings and Phrases                             |                               |                                  |                                 |

- Display this lesson’s high-frequency word: *kind*. Have students discuss with a partner anything they notice about the word and the meaning of the word.
- Blend sounds aloud as you run your fingers under the word: /k/ /ie/ /n/ /d/. Clarify the meaning of *kind* as needed. Invite students to turn to a partner and use *kind* in a sentence.
- Explain that today students will read Chapter 4, *The Other Side of the World*.
- Display the Tricky Word *culture*, read the word aloud, and use it in a sentence:
  - Tricky Word: *culture* (Explain that the letters *ture* are pronounced /ch/ /er/.)
- Invite students to share what they already know about the meanings of this word.
- Model fluent reading for the first two sentences of Chapter 4, focus on reading at a natural pace, not too fast or too slow.
- Then partner students up and have students read pages 27–32 with their partner. During reading, pause to talk about any unfamiliar words.
- As you listen to students read, make notes regarding pace of reading and other reading abilities in the Anecdotal Reading Record and provide immediate and corrective feedback. “Make sure to read slower at important parts of the story. This will captivate the attention of those listening.”
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Literal.** What is a cultural center? What types of things can be found at a cultural center? (*a location that teaches about past traditions and art*)

2. **Inferential.** What can the reader infer about the arts and traditions of the First Nation of Australia? (*Answers may vary.*)
  3. **Evaluative.** What can you conclude about The First People of Australia? (*They take care of the land and see themselves as nature's friends, so this shows their special bond with nature; They have lots of traditions and customs that show their culture through music, storytelling, art, and dancing, etc.*)
- Ensure students draw evidence from the text to support their responses given the following sentence stems:
    - A cultural center is . . . , and you can do . . . there.
    - The reader can infer that . . .
    - I can conclude that the First People of Australia . . .

### WRAP UP (5 MIN.)

- Tell teachers to write the following sentence on the board: "They live on the mainland and some islands close by." Have students use the text to answer the following questions:
- Who? (*First People*)
- Where? (*Australia*)
- What? (*Traditions: Storytelling, Art, Dancing*)
- Construct a sentence using the information you collected as a class about 'Who', 'Where', and 'What': *The First People of Australia had remarkable traditions such as storytelling, art and dancing.*
- If there is time remaining, pass out a sheet of paper to each student and have them revise this sentence from the story for better word choice: "Tisha was super excited to learn about the art of Australia." (Example: Tisha was delighted to learn about the fascinating art of Australia.)



### Check for Understanding

While reading the text, pay attention to students' responses and identify those who might need extra help. Confer with these students, asking them to read a part of the text and then answer the question(s) again.

End Lesson



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### Reading

#### Reading/Viewing Closely

#### Beginning

Ask students to discuss their own culture, including traditions, art, music, and food. Discuss any similarities to the First Nations culture.

#### Intermediate

Identify text evidence that supports the idea that the First Nations people of Australia are "nature's friends". Create a list of ways that you can be nature's friend where you live. Take turns listening and sharing ideas with a partner using sentence frames such as: I can be nature's friend by \_\_\_\_\_. or One way to be a friend to nature is \_\_\_\_\_. Encourage students to discuss any similarities or differences between their answers.

#### Advanced/

#### Advanced High

Have students work independently to explain how being "nature's friend" affects the environment. Research jobs that would allow someone to impact the environment in this way.

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

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**Lesson 8: Introduce Vowel Teams: /oo/ › ew, ue, ui**

# Additional Support

- Have students work to create a list of ten multisyllabic words with the /oo/ vowel team. Invite students to write each syllable of a word on an index card, and practice decoding and blending the sounds to say and spell the word.
-



## REVIEW

# Vowel Teams: /oo/ > ew, ue, ui

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell multisyllabic words with vowel teams.

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

## Reading

Students will read Chapter 5 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will read and pronounce the Tricky Words *marsupial* and *sanctuary*.

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

## FORMATIVE ASSESSMENT

## Activity Page 9.1

## Speak and Spell

 **TEKS 3.2.A.ii; TEKS 3.2.B.ii; 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.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                                                                                                                                         |
|-----------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>              |             |         |                                                                                                                                                   |
| Review Vowel Teams <i>ew, ue, ui</i>    | Whole Group | 5 min.  |                                                                                                                                                   |
| Practice with Speak and Spell           | Whole Group | 10 min. | <input type="checkbox"/> index cards<br><input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Grade 3 Foundational Skills Record |
| <b>Reading</b>                          |             |         |                                                                                                                                                   |
| Read <i>The Other Side of the World</i> | Whole Group | 10 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 33–38)<br><input type="checkbox"/> Anecdotal Reading Record                      |
| Wrap Up                                 | Independent | 5 min.  | <input type="checkbox"/> Activity Page 9.2                                                                                                        |

## ADVANCE PREPARATION

### Foundational Skills

- Write the words from Activity Page 9.1 on index cards: *cashew*, *fruitfulness*, *bruises*, *renewing*, and *jewelry*.
- Prepare index cards to distribute to students to use during Speak and Spell activity.

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *mammal*, *platypus*, and *sanctuary*. Display vocabulary on the board for students to decode.

### Universal Access

- Provide an opportunity for students to self-assess their understanding of the day's lesson. Give students three strips of paper in different colors. Assign each one a value (understand, somewhat understand, don't understand). At the end of the lesson, ask students to place one strip on their desk.
- Prepare a word bank with a list of words with the /ew/, /ue/, or /ui/ spelling pattern.

Start Lesson

## Lesson 9: Review Vowel Teams: /oo/ > ew, ue, ui

# Foundational Skills

15M

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

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

### REVIEW VOWEL TEAMS 'EW', 'UI', 'UE' (5 MIN.)

- Write the following words from yesterday's lesson on the board: *suitcase*, *fruitful*, *outgrew*, *renewing*, *Tuesday*.
- Ask students to turn to a partner to read the words and recall what spelling pattern was learned in the previous lesson. (*ew, ue, or ui spelling patterns*)
- Ask: What sound does *ew, ue, or ui* make? (*It makes the /oo/ sound.*)

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



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### Foundational Literacy Skills

#### Foundational Literacy

##### Beginning

Provide students with a word bank with the /ew/, /ue/, or /ui/ spelling pattern. Have students circle the spelling pattern in each word and echo read it after you.

##### Intermediate

Provide students with a word bank with the /ew/, /ue/, or /ui/ spelling pattern. Have students use each word in a sentence using the sentence stem: The word \_\_\_\_\_ has the \_\_\_\_\_ spelling pattern.

##### Advanced/

##### Advanced High

Challenge students to write sentences using words with the /ew/, /ue/, or /ui/ spelling pattern.

**ELPS 3.C; 3.A; 4.A; 5.C**

## Activity Page 9.1



### Challenge

Ask students to create a Tic-Tac-Toe board on a sheet of paper. Tell students to brainstorm nine words with the *ew*, *ue*, and *ui* spelling patterns. Students write one of the words they brainstormed in each of the spaces on the game board. Students take turns playing Tic-Tac-Toe. When placing a *x* or an *o* on a space, ask students to say the word and use it in a sentence.

- Ask: What is a typical spelling rule that can be applied to the spelling patterns *ew*, *ue*, or, *ui*? (Typically, the *ew* and *ue* spelling patterns appear at the end of a syllable, while the *ui* spelling pattern appears in the middle of a syllable.)
- Ask for student volunteers to recall the words with the /oo/ sound from the previous lesson. (*barbeque*, *juicy*, *chewing*, *clueless*, and *suited*)

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

- Have students open to Activity Page 9.1. Gather the prepared index cards.
- Instruct students to listen carefully for the syllables and sounds as you say a word.
- Say the word on the first card: *cashew*.
- Hold up the card to display the word.
- Repeat the word *cashew*. Orally stretch the sounds or chunk the syllables.
- Instruct students to say the word 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 hear, writing its syllables in the boxes on Activity Page 9.1. Direct students to then say the word and clap the syllables themselves.
- Repeat the process with each word: *fruitfulness*, *bruises*, *renewing*, and *jewelry*.
- Review the answers with the class. Have students circle the vowel teams *ew*, *ue*, or *ui* in each word.
- Then have students complete the last part of the activity independently. Students will take these two fragment sentences and convert them into complete sentences. Remind students that complete sentences need a noun (who/what) and a verb (in this case the verb is provided), along with correct capitalization and punctuation.
  - pursue new activities (Answers may vary but could include the sentence, "Tisha decided to pursue new activities when she visited the cultural center.")
  - cruising up trees (Answers may vary but could include the sentence, "Animals keep themselves safe by cruising up trees when danger is near.")



## Activity Page 9.1: Speak and Spell

Collect Activity Page 9.1 to assess students' ability to spell words with the *ew*, *ue*, and *ui* spelling patterns. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 9: Review Vowel Teams: /oo/ > *ew*, *ue*, *ui*

# Reading



**Primary Focus:** Students will read Chapter 5 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will read and pronounce the Tricky Words *sanctuary* and *marsupial*. **TEKS 3.2.A.vii**

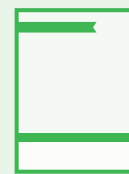
Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

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

### READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students will read Chapter 5 of *The Other Side of the World*. Before reading, have students turn and talk about what they remember discussing from the Reader, Chapter 4, *Australia's First People*. Provide the sentence stem: I remember \_\_\_\_ from our discussion yesterday.
- Display the Tricky Words, read the words, and use them in a sentence:
  - sanctuary* (Explain that the letter *t* is pronounced /ch/. The letters *ar* are pronounced /ae/ /r/.)
  - marsupial* (Explain that the letter 'u' is pronounced /oo/, and the letter *i* is pronounced /ee/.)
- Guide the class in reading the next section of *The Other Side of the World*, pages 33–38.

### Reader



Pages 33–38

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

- 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.

**mammal, n.,** an animal that gives birth, has hair, feeds milk from its own body to its young, and is warm blooded

Example: The mammal took care of its young by feeding them.

**platypus, n.,** an Australian mammal that has fur and also has a wide bill, a long flat tail, and webbed feet like a duck

Example: The platypus swam into the water.

**sanctuary, n.,** a safe place

Example: The veterinary clinic was a sanctuary for the injured animals.

- Conduct a brief discussion about the different words in the chart. For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.
- Ask students to work with a partner to find the word *mammal* in the dictionary. Provide feedback on using the alphabet and guide words, as needed.
- Point out that each entry in the dictionary also provides the part of speech. The part of speech is located beside the word. This helps the reader know if the word is a noun, verb, adjective, or other part of speech.
- Ask students to determine what part of speech the word *mammal* is. (*It is a noun.*)
- Ask students, “What is a noun?” (*A noun is a person, place, or thing.*)

| Vocabulary Chart for “Australia’s Animals” |                            |                               |                              |
|--------------------------------------------|----------------------------|-------------------------------|------------------------------|
| Vocabulary Type                            | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Core Vocabulary                            | sanctuary<br>platypus      | mammal                        |                              |
| Multiple-Meaning Core Vocabulary Words     |                            |                               |                              |
| Sayings and Phrases                        |                            |                               |                              |

- Model fluent reading for the first two sentences and focus on reading accurately. When coming across a multisyllabic word that is unfamiliar, pause, sound it out while pointing to it, then reread it.
- Have students read with reading partners aloud (use past observations and assessments to determine partners). Students should focus on reading accurately.
- As you listen to students read, make notes regarding accuracy and their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback such as, “The words *information*, *discovered*, and *mainland* are all multisyllabic words. If you point to chunks of the word and read each syllable separately then you can read it again faster to get the word.”
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Literal.** What animals did Dad and Tisha see at the Lone Pine Koala Sanctuary? (*They saw koala bears, kangaroos, and a platypus.*)
  2. **Inferential.** What can you infer about the meaning of the word *pamphlet* in the text? What words in the text help you figure it out? (*A pamphlet is a booklet with information. Clues in the text: Dad grabbed a colorful pamphlet about koalas as they strolled through the sanctuary to pursue new activities, and started to read.*)
  3. **Evaluative.** What key characteristics do koalas have to help them survive in nature? How are koalas similar to other animals we have discussed? How are koalas different? (*They have strong arms and sharp claws to help them get food. They have good hearing to help them listen for danger. They are similar to kangaroos because they are also marsupials. They are different because they are mammals, while emus and ostriches are not.*)
- Ensure students draw evidence from the text to support their responses given the following sentence stems:
  - Dad and Tish saw . . .
  - The word pamphlet means . . .
  - I know it means \_\_\_\_ because \_\_\_\_.
  - Koalas have characteristics like \_\_\_\_\_ to help them survive.
  - They are similar to/different from other animals because . . . “



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## Speaking and Listening

### Offering and Supporting Opinions

#### Beginning

Students should answer comprehension questions using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide sentence stems such as: Dad and Tisha saw \_\_\_\_\_. or I can infer that pamphlet means \_\_\_\_\_.

#### Intermediate

Students should use increasingly detailed textual evidence to answer comprehension questions. Instruct students to use formal language when answering. Provide sentence frames such as: Koalas are similar to \_\_\_\_\_ because \_\_\_\_\_. Koalas are different from \_\_\_\_\_ because \_\_\_\_\_.

#### Advanced/ Advanced High

Students should use detailed textual evidence, and be instructed to use formal language when answering comprehension questions. Encourage students to listen to their peers' responses and build on their ideas.

**ELPS 1.G; ELPS 2.G; ELPS 3.G;  
ELPS 4.I; ELPS 4.J; ELPS 4.K**

## Activity Page 9.2



### Challenge

Tell students to search in the section they just read and list five words that have one of the vowel teams *ew*, *ue*, or *ui* (*pursue*, *cruising*, *suitable*, *chewing*, *renewed*).

Have students discuss the meaning of each of these words. If they do not know the meaning, encourage students to look up the words using dictionary.

## WRAP UP (5 MIN.)

- Have students open to Activity Page 9.2.
- Have students try the sentence expansion activity modeled in the previous lesson. Provide this starter: "they continued". Provide question words:
- Who: (*Tisha and her Dad*)
- Did What: (*continued to read a pamphlet about koalas*)
- Where: (*Lone Pine Koala Sanctuary*)
- Sentence: *Tisha and her dad continued to read a pamphlet about koalas at the Lone Pine Koala Sanctuary.*



### Check for Understanding

Observe as students complete the Sentence Expansion Activity on Activity Page 9.2.

End Lesson

## Lesson 9: Review Vowel Teams: /oo/ > *ew*, *ue*, *ui*

# Additional Support

## MORE HELP WITH EW, UE, UI

- Provide students an opportunity to use letter tiles to spell words from the lesson and activity page.
- Provide students with a list of words with the *ew*, *ue*, and *ui* vowel teams. Have students divide the words into syllables and explain the sound each vowel team makes. Then, have students write a paragraph using at least five words with the vowel teams. Words could include but are not limited to: *question*, *questionable*, *suits*, *blew*, *guiding*, *nephew*, *interview*, *tissue*, *avenue*, and *suitcases*.



## INTRODUCE

# Abbreviations

**PRIMARY FOCUS OF LESSON****Foundational Skills**

- Students will collaborate with others to define abbreviations and discover new abbreviations. **TEKS 3.1.D**
- Students will read abbreviations. **TEKS 3.2.A.iii**

**Reading**

- Students will read Chapter 6 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read and spell abbreviations. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**
- Students will use context to determine the meaning of unfamiliar words or multiple-meaning words. **TEKS 3.3.B**

**FORMATIVE ASSESSMENT****Activity Page 10.1****Reader Response**

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

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

## LESSON AT A GLANCE

|                                         | Grouping    | Time    | Materials                                                                                     |
|-----------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>              |             |         |                                                                                               |
| Introduce Abbreviations                 | Whole Group | 15 min. | <input type="checkbox"/> chart paper<br><input type="checkbox"/> index cards or stickyh notes |
| <b>Reading</b>                          |             |         |                                                                                               |
| Read <i>The Other Side of the World</i> | Whole Group | 10 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 39–42)                       |
| Wrap Up                                 | Independent | 5 min.  | <input type="checkbox"/> Activity Page 10.1                                                   |
| <b>Take-Home Material</b>               |             |         |                                                                                               |
| Using Abbreviations                     |             |         | <input type="checkbox"/> Activity Page 10.2                                                   |

## ADVANCE PREPARATION

### Note to Teacher

- Read the abbreviations in this section of the Reader as letters to help expose students to more abbreviation practice. Make an anchor chart of abbreviations to help students understand. For your reference:
  - USS: United States Ship; WWII: World War II; HMAS: His Majesty's Australian Ship; WA Maritime Museum: Western Australia Maritime Museum; AQWA: Aquarium of Western Australia

### Foundational Skills

- Prepare to display or create on chart paper with three columns: Abbreviation/Acronym/Initialism.
- Gather sticky notes or index cards for students to use when completing the exit ticket.

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary term: *maritime*. Display vocabulary on the board for students to decode.

### Universal Access

- Provide students with an opportunity for movement by displaying an American Sign Language chart and allowing students to sign the abbreviations in the lesson.
- Abbreviations help save space and avoid distracting readers. Provide visuals for abbreviations such as: *NBA, BFF, LOL, TV, UFO, DIY, Ave, and SOS*.

Start Lesson


## Lesson 10: Introduce Abbreviations

# Foundational Skills



**Primary Focus:** Students will collaborate with others to define abbreviations and discover new abbreviations. Students will read abbreviations.

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

 **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.



## Speaking and Listening

### Foundational Skills

#### Beginning

Have students repeat the different abbreviations they hear. Provide visuals to accompany each abbreviation.

#### Intermediate

Have students write 2–3 sentences using abbreviations. Read aloud the sentences with a partner and share the meaning of the abbreviations.

#### Advanced/

#### Advanced High

Ask students to create their own abbreviations and use them in a sentence.

**ELPS 2.D; ELPS 3.D;**  
**ELPS 3.H**

## INTRODUCE ABBREVIATIONS (15 MIN.)

- Tell students in the last lesson, we learned how to spell multisyllabic words with vowel teams. Turn to a partner, and discuss the typical spelling rule that can be applied to the spelling patterns *ew*, *ue*, or *ui*? (*Typically, the ew and ue spelling patterns appear at the end of a syllable, while the ui spelling pattern appears in the middle of a syllable.*)
- Activate prior knowledge by posting an abbreviation and its full form and ask students to make observations: *WWII/World War II*.
- Have students turn to a partner and discuss other abbreviations they are already familiar with.
- Tell students that today's lesson will focus on abbreviations.
- Create a chart as a class with three columns: *Abbreviation/Acronym/Initialism*. Provide clear definitions for each of the two types of abbreviations. As you define for students, add examples to the chart.
- *Abbreviations* are a shortened form of a word or phrase that can speed up communication (i.e. *vs.* for *versus* and *dept.* for *department*). Have students turn and talk about any other abbreviations they can think of as a group.
- An *acronym* is a word formed from the first letters of a series of words, pronounced as a word in its own right. (NASA is an acronym for National Aeronautics and Space Administration. The letters are pronounced as a single word, "Nasa.")
- An *initialism* is a word formed from the first letters of a series of words, but the letters are pronounced individually. (FBI is an initialism for Federal Bureau of Investigation. The letters are pronounced as F-B-I).
- Present examples listed in the lesson to students and have them collaborate and decide where they go in the chart and then have students generate others that they know: *NBA, BFF, LOL, TV, UFO, DIY, Ave, and SOS*.
- Add abbreviations from the text to the chart after students encounter them.

## EXIT TICKET

- As an exit ticket, have students create their own acronym or initialism on an index card or sticky note to help them remember something (*example, TOTT: Take Out The Trash or PACT: Put Away Clothes Today*).

## Lesson 10: Introduce Abbreviations

# Reading



**Primary Focus:** Students will read Chapter 6 of *The Other Side of the World* and listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

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

### READ THE OTHER SIDE OF THE WORLD (10 MIN.)

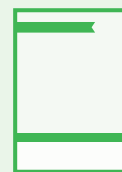
- Explain that today will read Chapter 6, *The Other Side of the World*. Before reading, have students turn and talk about what they remember discussing from the Reader, Chapter 5, *Australia's First People*. Encourage students to use the phrases "I remember . . .", "I noticed . . .", and "I wonder . . ."
- Guide the class in reading the next section of *The Other Side of the World*, pages 39–42.
- Preview the following vocabulary word that students will encounter in this section of the Reader. Have students work with a partner to decode the word in isolation first and go over the correct pronunciation of each word.

**maritime, adj.,** having to do with the seas or ships

Example: The shark fossils were taken to the maritime museum.

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

Reader



Pages 39–42

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

Vocabulary Chart for “Deep in the Caves”

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

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Reading

Reading/Viewing Closely

**Beginning**

Talk about the activities that can occur at Lone Pines. Have students draw a picture that represents the activities.

**Intermediate**

Ask students to explain the connection between Tisha’s mom and Perth. Have students identify text evidence to support their response.

**Advanced/  
Advanced High**

Retell Grandpa’s story about the battle he participated in during WWII. Use evidence from the text in the story.

ELPS 4.G

- Model fluent reading for the first two sentences and focus on pausing to signal transitions. When coming to a comma, punctuation mark, or paragraph break, make a slight pause. Pauses allow students to process information and understand the structure of the text.
- Have students read with reading partners aloud (use past observations and assessments to determine partners). Students should focus on reading accurately and pausing to signal transitions.
- As you listen to students read, make notes regarding accuracy, pausing to signal transitions, and their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback such as, “I like how you paused before continuing the next paragraph. Good job reading out the abbreviations and what they stand for in the text!”
- Choose strategic prompts to check for comprehension as well as to check for students’ ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal.** What news did Mom share over dinner? (*The family was going on a trip.*)
  2. **Inferential.** What is the most likely reason Tisha’s mom felt it was important to find a WWII museum in Perth? (*Mom hoped to find a museum about World War II, also known as WWII. It was important to her because she remembered Grandpa telling her stories about it from his time in the Navy.*)

3. **Evaluative.** Why is it important to the plot of the story that Tisha and her family visit the museums in Perth? (*The family is continuing to discover what makes Australia a neat place to live; learning about history and Grandpa shows that they are still connected to family back home; the family will continue to enjoy doing activities together and finding more places to visit.*)
- Ensure students draw evidence from the text to support their responses given the following sentence stems:
    - Mom shared the news that . . .
    - It was important to Mom to visit a WWII museum because . . .
    - It is important to the plot that Tish's family visit a WWII museum because . . .

### WRAP UP (5 MIN.)

- Have students open to Activity Page 10.1.
- Have students look at the Reading Response questions and answer them in complete sentences. Offer feedback such as:
  - "Ensure that your letters are properly spaced and don't run into each other."
  - "Great job forming the letter 'a'! I like how you started at the top and made a smooth, curved line."
- Here are some sentence frames to help students:
  - Exploring Perth was interesting because \_\_\_\_.
  - Exploring Perth was interesting, but \_\_\_\_.
  - Exploring Perth was interesting so \_\_\_\_.



### Check for Understanding

Observe as students complete the Reader Response Activity on Activity Page 10.1.

End Lesson

### Activity Page 10.1



**Lesson 10: Abbreviations**

# Take-Home Material

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

**Lesson 10: Introduce Abbreviations**

## Additional Support

**MORE HELP WITH ABBREVIATIONS**

- Invite students to research abbreviations in a subject of interest to them (e.g., video game, sports, science). Have students create a list of abbreviations and share them with a partner. Each partner should attempt to decode the abbreviations.
- Provide students with more opportunities to work with abbreviations. Provide a list of common abbreviations mixed with a few abbreviations they are less likely to know and their meanings. Have students match each abbreviation to its meaning.

| <b>Abbreviations</b> | <b>Meanings</b>           |
|----------------------|---------------------------|
| Ave.                 | Avenue                    |
| Blvd.                | Boulevard                 |
| Mkt.                 | Market                    |
| jk                   | Just kidding              |
| ASAP                 | As soon as possible       |
| DOB                  | Date of birth             |
| ETA                  | Estimated Time of Arrival |
| FYI                  | For your information      |
| SOS                  | Save our ship             |
| POV                  | Point of view             |



## INTRODUCE

Affixes anti–  
and in–

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell words with prefixes.

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

Students will identify the meaning of and use words with the *anti–* affix and the *in–* affix. **TEKS 3.3.C**

## Reading

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

Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read words with prefixes. **TEKS 3.2.A.v**

Students will identify the meaning of and use words with the *anti–* affix and the *in–* affix. **TEKS 3.3.C**


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

## FORMATIVE ASSESSMENT

## Activity Page 11.1

Word Matrix with Affixes *anti–* and *in–*

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

 **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **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.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                                                                                     |
|------------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                           |             |         |                                                                                               |
| Introduce Affixes <i>anti-</i> and <i>in-</i>        | Whole Group | 7 min.  | ❑ world map                                                                                   |
| Word Matrix with Affixes <i>anti-</i> and <i>in-</i> | Small Group | 8 min.  | ❑ Activity Page 11.1<br>❑ Grade 3 Foundational Skills Record<br>❑ Word Matrix Chart (TR 11.1) |
| <b>Reading</b>                                       |             |         |                                                                                               |
| Partner Read <i>The Other Side of the World</i>      | Small Group | 10 min. | ❑ <i>The Other Side of the World</i> (pp. 43–46)<br>❑ Partner Reading Feedback (TR 11.2)      |
| Wrap Up                                              | Independent | 5 min.  | ❑ Activity Page 11.2                                                                          |

## ADVANCE PREPARATION

### Foundational Skills

- Provide each student with an affix or word part card.
- Locate a world map to display during the lesson.

### Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
  - Grade 3 Fluency Record
  - Partner Reading Feedback (TR 11.2)
  - Anecdotal Reading Record
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary term: *progressed*. Display vocabulary on the board for students to decode.

### Universal Access

- Prepare a word bank with the affixes *anti-* and *in-*. Words may include *antibiotic*, *antifreeze*, *independent*, *inability*, *inconsiderate*, *antibacterial*, *indirect*, *antihero*, *antigravity*, *incomplete*, *inaccurate*, *antisocial*.

Start Lesson

## Lesson 11: Introduce Affixes *anti-* and *in-*

# Foundational Skills



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

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

Students will identify the meaning of and use words with the *anti-* affix and the *in-* affix. **TEKS 3.3.C**

## INTRODUCE AFFIXES ANTI- AND IN- (7 MIN.)

- Tell students in the last lesson, we discussed acronyms and abbreviations. Turn to a partner and discuss the definitions of these two words. (*Abbreviations are a shortened form of a word or phrase that can speed up communication. An acronym is a word formed from the first letters of a series of words, pronounced as a word in its own right.*)

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **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*.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide students with a word bank with the affixes *anti-* and *in-*. Have students circle the affix in each word and echo read it after you.

#### Intermediate

Provide students with a word bank with the affixes *anti-* and *in-*. Have students use each word in a sentence using the sentence stem: The word \_\_\_\_\_ has the affix . \_\_\_\_\_ means \_\_\_\_\_.

#### Advanced/ Advanced High

Challenge students to write sentences using words with the affixes *anti-* and *in-*. Read the sentences aloud to a partner and have them explain what each word with *pro-* means.

**ELPS 3.C; ELPS 3.A;  
ELPS 4.A; ELPS 5.C**

- Tell students that they will work with affixes today. Ask students to turn and talk to discuss what an affix is and how those letters change the meaning of a word. Encourage students to use the sentence stems “An affix is . . .” and “An example of an affix is . . .”
- Remind students that prefixes are a type of affix that come before the base word and suffixes are a type of affix that come after the base word.
- Explain that the prefix *anti-* means “opposite” or “against.” Tell students that the affix *ant-* also means “opposite” or “against.” Ask students to turn to their elbow partner and list any words they know that begin with *anti-* or *ant-*.
- Write the base word *arctic* on the board. Add the prefix *ant-* to the beginning of the word.
- Have students turn and talk to a partner about what changed in the word *arctic/antarctic*.
- Underline the affix *ant-* and divide the word into syllables: Ant/arc/tic/a.
- Display a world map.
- Ask a volunteer to point to Antarctica and then point to the Arctic region on the map.
- Ask: What do you think the word *Antarctica* means? (*It is opposite the Arctic on a map.*)
- Tell students that the prefix *in-* means “not” or “non.”
- Write the word base word *expense*. Add the suffix *-ive* to make the word *expensive*. Have students turn and talk about what *expensive* means (Students can use a dictionary to help define the word if needed). Then add the prefix *in-* to make the word *inexpensive* on the board.
- Underline the affix *in-* and divide the word into syllables: in/ex/pen/sive.
- Tell students the word *expensive* means to cost a lot of money. Ask: What does the word *inexpensive* mean? (*not expensive*)
- Have students break up the following words into a prefix and base word: *antibacterial*, *invalid*, and *incapable*. Have students discuss the meaning of each of the words. Ask: Do the prefixes help you understand the meaning of the words?

### Activity Page 11.1



### WORD MATRIX WITH AFFIXES WITH ANTI- AND IN- (8 MIN.)

- Have students open to Activity Page 11.1.

- Read the directions aloud to students: Use the Word Matrix Chart (TR 11.1) to create new words. Use base words from previous lessons or base word suggestions from your teacher. Write the words you create on the line below. Then create a sentence using the new word. Write neatly in cursive.
- Say base word examples or have base words written on the board: *hero*, *visible*, *active*, *valid*, and *bacterial*.
- Remind students to write in cursive using the correct letter formation. Offer feedback such as:
  - “Focus on maintaining consistent slant and angle throughout your writing.”
  - “Remember to keep your letters consistently sized. Try making your ‘h’ a bit taller to match the height of your other letters.”
- If time permits, have students use dictionaries to look up the definitions of the words. Have them come up with other examples of people or things that are the *antihero*, things that are *invisible*, or things that are *inactive*.



### Activity Page 11.1: Word Matrix with Affixes anti– and in–

Collect Activity Page 11.1 to assess students’ ability to spell and use words with the affixes *anti–* and *in–*. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

## Lesson 11: Introduce Affixes *anti–* and *in–*

# Reading



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

Students will speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read words with prefixes. **TEKS 3.2.A.v**

Students will identify the meaning of and use words with the *anti–* affix and the *in–* affix. **TEKS 3.3.C**

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

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Reader



Pages 43–46

## Challenge

Ask students to work with a partner to research Yanchep National Park using locally approved sources. Direct students to create a written advertisement for the park that includes the word *progressed*.

## PARTNER READ *THE OTHER SIDE OF THE WORLD* (10 MIN.)

- Tell students that today's reading focuses on fluency. Remind students that fluency includes rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning). Today partners are going to focus on accuracy while reading.
- Pair students with reading partners.
- Tell students that they will partner read a section of Chapter 6, *The Other Side of the World*, pages 43–46.
- Preview the following vocabulary word that students will encounter in this section of the Reader. Have students work with a partner to decode the word in isolation first and go over the correct pronunciation of each word.

**progressed, adj.**, kept going, moved forward

Example: The hike progressed up the mountain despite the weather.

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

### Vocabulary Chart for "Deep in the Caves"

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

- Today, students will follow this Partner Reading routine:
  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 until the end of the section. If time allows, ask students to partner read this section again.
- As you listen to students read, make notes regarding their accuracy and individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback, such as, “The speed that you are reading at is great! I like how you are slowing down for important details and speeding up for less crucial information.”
- After several minutes, have students evaluate each other’s reading by giving each other positive feedback. Point out the sentence stems from Partner Reading Feedback (TR 11.2). Listen for effective student feedback. For example:
  - *You read faster and more accurately as we practiced.*
  - *You did a great job when you read with expression.*
  - *You corrected yourself when you made an error.*
  - *I like when you read with excitement when you read about comets.*
- Identify trends in student partner reading. Provide the class overall feedback to support future partner reading such as, “Make sure to sound out syllables in words. Use context clues to help read unfamiliar words. Reread the whole sentence to help understand the meaning of the text.”
- Choose strategic prompts to check for comprehension as well as to check for students’ ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Literal.** How many caves are in the park? (*There are over 400 caves in the park.*)
  2. **Inferential.** What can the reader infer about the meaning of *mi.* in the text? (*Mi. is an abbreviation for mile.*)
  3. **Evaluative.** In the story, you heard, “Some of them (caves) are inactive



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## Speaking and Listening

### Offering and Supporting Opinions

#### Beginning

Students should answer comprehension questions using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide sentence frames such as: There are \_\_\_\_\_ caves in the park.

#### Intermediate

Students should use increasingly detailed textual evidence to answer comprehension questions. Instruct students to use formal language when answering. Provide sentence frames such as: One positive of turning the caves into a tourist attraction is \_\_\_\_\_. One negative of turning the caves into a tourist attraction is \_\_\_\_\_.

#### Advanced/ Advanced High

Students should use detailed textual evidence, and be instructed to use formal language when answering comprehension questions.

**ELPS 1.G; ELPS 3.G;  
ELPS 4.I; ELPS 4.J;  
ELPS 4.K**

and don't have tours." What are the positives and negatives of turning the caves into a tourist attraction? (*Pros: people are able to explore new places and learn new things; Cons: there is a possibility of the caves and natural habitat getting damaged or destroyed by litter and traffic.*)

- Ensure students speak coherently and draw evidence from the text to support their responses given the following sentence stems:
  - There are \_\_\_\_ caves in the park.
  - The abbreviation mi. means \_\_\_\_.
  - Some positives/negatives of turning caves into tourist attractions are \_\_\_\_.

### WRAP UP (5 MIN.)

#### Activity Page 11.2



Have students open to Activity Page 11.2.

- Have students try the sentence expansion activity modeled in the previous lesson. Provide this starter: "They also had fun looking at old shipwrecks." Provide question words:
  - Who? (*Tisha, her Dad, and Darrius*)
  - Did what? (*looked at a shipwreck*)
  - Where? (*WA Maritime Museum*)
- Sentence: *Tisha, Darrius, and her dad had a wonderful time looking around the WA Maritime Museum where there was an old shipwreck.*
- Have students share the words they found with their partner. Share the sentences aloud with a partner. Call on several students to share their sentences with the class.



### Check for Understanding

Observe students as they read to their reading partner. Note students who need additional instruction on correctly using words with the affixes *anti-* and *in-*.

End Lesson



## INTRODUCE

## Affix pro–

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read and spell words with prefixes.

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

Students will identify the meaning of and use words with the *pro–* affix.

 **TEKS 3.3.C**

## Reading

Students will read Chapter 7 of *The Other Side of the World* and listen actively to answer and discuss questions about the text.

 **TEKS 3.1.A**

Students will read words with prefixes.

 **TEKS 3.2.A.v**

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

 **TEKS 3.3.B**


Students will identify the meaning of and use words with the *pro–* affix.


 **TEKS 3.3.C**

## FORMATIVE ASSESSMENT

## Activity Page 12.1

## Practice with Affixes

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

 **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im–* (into), *non–* (dis–), *in–* (not, non), *pre–*, *–ness*, *–y*, and *–ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

|                                         | Grouping    | Time   | Materials                                                                                                                                           |
|-----------------------------------------|-------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>              |             |        |                                                                                                                                                     |
| Introduce Affix <i>pro-</i>             | Whole Group | 7 min. | <input type="checkbox"/> Word Matrix Chart<br><input type="checkbox"/> whiteboard or paper<br><input type="checkbox"/> dry erase markers or pencils |
| Practice with Affixes                   | Whole Group | 8 min. | <input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Grade 3 Foundational Skills Record                                          |
| <b>Reading</b>                          |             |        |                                                                                                                                                     |
| Read <i>The Other Side of the World</i> | Whole Group | 7 min. | <input type="checkbox"/> <i>The Other Side of the World</i> (pp. 47–50)                                                                             |
| Wrap Up                                 | Independent | 8 min. | <input type="checkbox"/> Activity Page 12.2                                                                                                         |

## ADVANCE PREPARATION

### Foundational Skills

- Chart paper or whiteboard set up with a Word Matrix Chart.

| Prefixes | Base Words | Suffixes |
|----------|------------|----------|
|          |            |          |

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark paragraphs that will be used for fluency practice.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *prominent* and *trinket*. Display vocabulary on the board for students to decode.

### Universal Access

- Identify students who may need to preview the words used in Activity Page 12.1.
- Prepare a word bank with the affix *pro-*.


Start Lesson

## Lesson 12: Introduce Affix *pro-*

# Foundational Skills


15M

**Primary Focus** Students will read and spell words with prefixes. Students will identify the meaning of and use words with *pro-* affix.

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

### INTRODUCE AFFIX PRO- (7 MIN.)

- Tell students in the last lesson, we learned about prefixes and suffixes. Turn to a partner, and discuss the differences between these types of words. (*Prefixes are a type of affix that come before the base word and suffixes are a type of affix that come after the base word.*)
- Tell students that they will work with a new affix today. Ask students to turn and talk to a partner and discuss what an affix is and how it changes the meaning of a word.

 **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **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*.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide students with a word bank with the affix *pro-*. Read each word aloud and have students listen to identify the word. Then have students circle the affix in each word and echo read it after you.

#### Intermediate

Provide students with a word bank with the affix *pro-*. Have students use each word in a sentence using the sentence stems: The word \_\_\_\_\_ has the affix \_\_\_\_\_. \_\_\_\_\_ means . . .

#### Advanced/ Advanced High

Challenge students to write sentences using words with the affix *pro-*. Read the sentences aloud to a partner and have them explain what each word with *pro-* means.

**ELPS 3.C; ELPS 3.A;  
ELPS 4.A; ELPS 5.C**

- Display a Word Matrix to use for this activity.

| Prefixes | Base Words | Suffixes |
|----------|------------|----------|
|          |            |          |

- Have the teacher write the base word *motion* in cursive on the board under Base Words. Have students read the word and have students turn and talk about what *motion* means.
- Tell students that the affix *pro-* means “forward” and can also mean “for.” The prefix and suffix always mean the same thing, but it changes the meaning of the base word. Then apply the prefix *pro-* to the word *motion*, write *pro-* in the Prefixes column of the Word Matrix.
- Ask: What is the new word and can you break this word into syllables? (*promotion*; *pro/mo/tion*)
- Write this sentence from the Reader on the board: *Tisha’s mom got a promotion that demanded her to work from the company’s headquarters in Brisbane.*
- Direct students to turn and talk with a partner and discuss what the word *promotion* means. Use the prefix, base word, and context from the sentence.
- Keep the *pro-* in the Word Matrix and change the base word to *long*. Model writing in cursive the base word *long* in the Word Matrix. Have students read the word and have students turn and talk about what *long* means.
- Students will work with a partner to add the prefix *pro-* to the word *long*. Ask students what this new word is. (*prolong*)
- Have students discuss with their partner about the meaning of *prolong*. If there’s time, have students add a suffix to the end of *prolong*. Ask: Does adding a suffix change the meaning? (yes)
- Have students repeat these steps independently using a whiteboard or piece of paper. Have students separate the paper or board into three columns for *Prefixes*, *Base Words*, and *Suffixes* to replicate the Word Matrix. Give students a base word and have them apply the prefix *pro-* and whatever suffix they can think of to make a multisyllabic word. Base words: *act*, *claim*, and *found*. Ask students whether adding a suffix changes the meaning.
- If there’s time, have students share their words they made using the Word Matrix with the class. Have students create sentences using the new words.

### Challenge

Direct students to do a word hunt. Ask them to walk around the school looking for language on display that contains words with the affix *pro-* (e.g., displays in the halls or posters on the walls of the media center or cafeteria). Ask students to share their findings with the class.

### Activity Page 12.1



### PRACTICE WITH AFFIXES (8 MIN.)

- Have students open to Activity Page 12.1.

- Fill in the blanks for each sentence 1–8 using the words from the Word Bank. Word bank words: *proactive*, *proclaimed*, *prolong*, *antidote*, *antifreeze*, *inhabit*, *inconclusive*, and *prohibited* (If needed, read these words aloud before starting the activity.)
- Say: The words in the word bank have prefixes and suffixes we have learned about in class. Be sure to read the sentence carefully to decide which word matches the sentence. Write the words neatly in cursive.



### Activity Page 12.1: Practice with Affixes

Collect Activity Page 12.1 to assess students' ability to understand the meaning and spelling of words with the affix *anti-*, *in-*, and *pro-*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 12: Introduce Affix *pro-*

# Reading



**Primary Focus:** Students will read Chapter 7 of *The Other Side of the World* and listen actively to answer and discuss questions about the text.

### TEKS 3.1.A

Students will read words with prefixes.

### TEKS 3.2.A.v

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

### TEKS 3.3.B

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

### TEKS 3.3.C

### READ THE OTHER SIDE OF THE WORLD (7 MIN.)

- Before reading, have students Think-Pair-Share to paraphrase what they have read and learned about in *The Other Side of the World* so far. Also, have students reflect on today's chapter title "Finally, a Friend," and have students discuss what the chapter might be about and what they know about Tisha.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **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*.



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## Reading

### Reading/Viewing Closely

#### Beginning

Discuss the characters in this section of the Reader (Tisha, Dad, Sarah, Rebecca). Have students describe each character. Provide a word bank of character names and sentence stems such as: Tisha is \_\_\_\_\_.

#### Intermediate

Reread the section on Rebecca talking about soccer in Australia. Compare women's soccer then and now using the text for examples.

#### Advanced/ Advanced High

Ask students to discuss how Tish has changed throughout the Reader. Have them use text evidence to support their response. Encourage students to listen to their peers and build on their ideas, naming other ways that Tish has changed.

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

## Reader



**Pages 47–50**

- Explain that today students will read Chapter 7 of *The Other Side of the World*.
- Guide the class in reading the next section of *The Other Side of the World*, pages 47–50.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

**prominent, adj.**, something that stands out and is very noticeable

Example: Everyone stared at the prominent basketball player who was over seven feet tall.

**trinket, n.**, an object small in size and has little to no value

Example: The child carried the trinkets in his pocket.

- 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.
- Ask students to determine which word will come first in the dictionary: *prominent* or *trinket*. (*Prominent* will come first in the dictionary.)
- Ask students which letter did they have to go to in the word to determine the order? (*They had to look at the first letter.*)

| Vocabulary Chart for “Finally, A Friend” |                            |                               |                              |
|------------------------------------------|----------------------------|-------------------------------|------------------------------|
| Vocabulary Type                          | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Core Vocabulary                          | prominent                  | trinket                       |                              |
| Multiple-Meaning Core Vocabulary Words   |                            |                               |                              |
| Sayings and Phrases                      |                            |                               |                              |

- Model fluent reading for the first two sentences on page 47 and point out the word *comfortable*. Break up the word into syllables, point out the suffix *-able* and read the word again in the first sentence.
- Guide the class in reading pages 47–50 of *The Other Side of the World*.
- Pair students with intentional reading partners by using past assessments and observations.
- Direct them to partner read this section, alternating paragraphs.
- As you listen to students read, listen for students decoding multisyllabic words with prefixes and suffixes. Make notes regarding their individual reading ability in the Anecdotal Reading Record. Provide feedback by saying, “Break up the words into syllable sounds if needed, notice if there are any prefixes or suffixes. Then say the word again with all the sounds.”
- Choose strategic prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Literal.** What historical information about women’s soccer did Tisha learn from Rebecca’s visit? (*Tisha learned that Brisbane’s first prominent women’s soccer game was in 1921.*)
  2. **Inferential.** How does the talk Rebecca gave about Australia’s National Team influence Tisha’s feelings about living in Australia? (*Tisha loved soccer back in Houston and she learns that soccer is also very popular in Australia, so she is getting more comfortable with her new home.*)
  3. **Evaluative.** What details on page 50 support the key idea that women’s soccer is very popular in Australia? (*the Matildas were in the Olympics semi-finals, there is increased interest in the sport, there are soccer clubs for kids, schools are provided with equipment and coaches for programs.*)
- Ensure students draw evidence from the text to support their responses given the following sentence stems:
  - Tisha learned that . . .
  - On page \_\_\_\_ I learned . . .
  - Rebecca’s talk influenced Tisha’s feelings about living in Australia by showing . . .
  - The key details that show women’s soccer is very popular in Australia are . . .

## Challenge

Ask students to use classroom resources to learn about another sport that did not welcome participation by girls. Direct students to use some form of digital media (e.g., video, digital art) to describe the challenges and include words with the affix *pro-* in the description.

## Activity Page 12.2



### WRAP UP (8 MIN.)

- Ask students to turn to Activity Page 12.2.
- Read the instructions aloud to students: Answer the question using one of the *pro-* words from the word bank and complete sentences. Write neatly in cursive, leaving spaces between words. Think about what you read today while answering the question.
- At the bottom of the activity complete the fragment statements. Students will take these two fragment sentences and convert them into complete sentences. Complete sentences need a noun (who/what) and a verb (in this case the verb is provided), along with correct capitalization and punctuation.
  - join soccer (*Tisha joined a talented soccer team in Australia.*)
  - made no progress (*Tisha had made no progress in the pursuit of meeting a new friend so she decided to join the soccer team.*)



### Activity Page 12.2: Reader Response

Collect Activity Page 12.2 to assess students' ability to interpret parts of the story and use words with an affix *pro-* in a sentence. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson



## REVIEW

## Affix pro–

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

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

🇺🇸 Students will identify the meaning of and use words with the *pro–* affix. **TEKS 3.3.C**

## Reading

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

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

Students will speak coherently about *The Other Side of the World* with appropriate

🇺🇸 eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

🇺🇸 Students will read words with prefixes. **TEKS 3.2.A.v**

Students will read and pronounce the Tricky Words *Melbourne* and *penguin*.

🇺🇸 **TEKS 3.2.A.vii**

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

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

🇺🇸 Students will identify the meaning of and use words with the *pro–* affix. **TEKS 3.3.C**

## FORMATIVE ASSESSMENT

## Activity Page 13.1

Make Words with Affixes: *pro–*, *in–*, *anti–*

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

🇺🇸 **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **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.B** Follow, restate, and give oral instructions that involve a series of related sequences of action, have students recall the steps for reading fluently with a partner; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

## LESSON AT A GLANCE

|                                                                  | Grouping    | Time    | Materials                                                    |
|------------------------------------------------------------------|-------------|---------|--------------------------------------------------------------|
| <b>Foundational Skills</b>                                       |             |         |                                                              |
| Review Affix <i>pro-</i>                                         | Whole Group | 5 min.  | ☐ <i>The Other Side of the World</i>                         |
| Make Words with Affixes: <i>pro-</i> , <i>in-</i> , <i>anti-</i> | Whole Group | 10 min. | ☐ Activity Page 13.1<br>☐ Grade 3 Foundational Skills Record |
| <b>Reading</b>                                                   |             |         |                                                              |
| Partner Read <i>The Other Side of the World</i>                  | Whole Group | 10 min. | ☐ <i>The Other Side of the World</i> (pp. 51–56)             |
| Wrap Up                                                          | Whole Group | 5 min.  | ☐ Activity Page 13.2                                         |

## ADVANCE PREPARATION

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark sections used for showing sentences that use the prefix *pro-*.
- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *propelled* and *telescopes*. Display vocabulary on the board for students to decode.
- Gather chart paper or whiteboard and create a Word Matrix Chart.

| Prefixes | Base Words | Suffixes |
|----------|------------|----------|
|          |            |          |

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
  - Grade 3 Fluency Record
  - Partner Reading Feedback (TR 11.2)
  - Anecdotal Reading Record

### Universal Access

- Provide students with an index card with the affix *pro-* and its meaning written on it to keep on their desk as a reference.
- Prepare a list of words with the affix *pro-*.

Start Lesson

## Lesson 13: Review Affix *pro-*

# Foundational Skills



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

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

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

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide students with a list of words with the affix *pro-*. Have students circle the affix in each word and echo read it after you.

#### Intermediate

Provide students with a list of words with the affix *pro-*. Have students use each word in a sentence using the sentence stem: "The word \_\_\_\_ has the affix \_\_\_\_\_. This means the word \_\_\_\_ means \_\_\_\_\_."

#### Advanced/ Advanced High

Challenge students to write sentences using words with the affix *pro-*. Then have students exchange sentences with a partner and read their partner's sentence aloud.

**ELPS 3.C; ELPS 3.A;  
ELPS 4.A; ELPS 5.C**

## REVIEW AFFIX PRO- (5 MIN.)

- Tell students in the last lesson, we learned about words that use the *pro-* affix. Turn to a partner, and discuss the meaning of the affix *pro-* (*The affix pro- means "forward" and can also mean "for."*)
- Tell students that today they will review the affix *pro-*.
- Ask students to turn to a partner and share what the affix *pro-* means? (*Pro- means "forward" or "for."*)
- Ask partners to brainstorm a list of three to five words with the affix *pro-*. Have students share words with the class.
- Look at the base word, *gram*. Have students collaborate with a partner about the meaning of the base word *gram*. After students discuss the meaning, allow students to look up the definition of the word.
- Check for understanding to ensure students have the correct definition. (*Gram has two meanings: it is a way of measuring weight, and as a root word it means "something written."*)
- Add the prefix *pro-*. Have partners discuss the new meaning of the word *program*. After working together and discussing the new meaning of the word *program* have students share their thoughts with the entire class.
- Show this sentence from the Reader on page 50: "Several kids seemed to have a propensity for the sport."
- Discuss with a partner the meaning of *propensity* in context by providing a stem: "The prefix *pro-* in the word *propensity* helps the reader understand that this word means \_\_\_\_." Remind students to use the prefix *pro-* and the context in the sentence to help define the word.
- Have students look at another sentence with the prefix *pro-* from the Reader on page 43, "They walked a long, protracted trail for about one mile, through the park."
- Discuss with a partner the meaning of *protracted* in context by providing a stem: "The prefix *pro-* in the word *protracted* helps the reader understand that this word means \_\_\_\_."
- If there is time, have students look at the Word Matrix as a class. Add any new *pro-* words to the Word Matrix and review other *pro-* words.

## MAKE WORDS WITH AFFIXES: PRO–, IN–, ANTI– (10 MIN.)

- Have students open to Activity Page 13.1.
- Have students listen to each word you recite for numbers 1–5, and write it on the line in cursive next to the number.
  1. programs
  2. antifreeze
  3. inhibit
  4. property
  5. antibacterial
- Then, students will fill in each blank in the sentences below with the correct word. They will use the words from numbers 1–5.
- Remind students to write in cursive using the correct letter formation. Offer feedback such as:
  - “Check that your loops and tails are formed smoothly and connect to the next letter.”
  - “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 13.1: Make Words with Affixes: *pro–*, *in–*, *anti–*

Observe as students match cards and collect Activity Page 13.1 to assess students' ability to spell and use words with the *pro–* affix. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Activity Page 13.1



## Lesson 13: Review Affix *pro-*

# 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 speak coherently about *The Other Side of the World* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

Students will read words with prefixes. **TEKS 3.2.A.v**

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

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

Reader



Pages 51–56

### PARTNER READ THE OTHER SIDE OF THE WORLD (10 MIN.)

- Explain that today students continue reading Chapter 7, *The Other Side of the World*, pages 51–56. This will be the end of the Reader. Before reading, have students Think-Pair-Share to paraphrase what they have read and learned about in *The Other Side of the World* so far. Have students make a prediction about what will happen in this last section of the Reader.
- Display the Tricky Words, read them aloud, and use them in a sentence:
  - *Melbourne* (Explain that the letters *our* are pronounced /er/.)
  - *penguin* (Explain that the letter *u* is pronounced /w/.)
- Invite students to share what they already know about the meaning of these words.
- 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.

**propelled, v.,** to be moved forward

Example: The boat was propelled through the water by the small engine.

**telescopes, n.,** instruments one can look through that will magnify objects that are far away

Example: Scientists look through telescopes to study the stars in the night sky.

**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action, have students recall the steps for reading fluently with a partner; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.3.C** 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.
- 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 “Finally, A Friend”     |                               |                                  |                                 |
|----------------------------------------------|-------------------------------|----------------------------------|---------------------------------|
| Vocabulary Type                              | Tier 3<br>Unit-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Core Vocabulary                              |                               | propelled<br>telescopes          |                                 |
| Multiple-Meaning<br>Core Vocabulary<br>Words |                               |                                  |                                 |
| Sayings<br>and Phrases                       |                               |                                  |                                 |

- Guide the class in reading the next section of *The Other Side of the World*, pages 51–56.
- Model fluent reading for the first two sentences on page 51, focus on pausing at punctuation marks.
- Today, students will follow the Partner Reading Routine:
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs on pages 51–56.
  4. After reading, provide feedback to your partner about *pausing for punctuation*. Use the stems provided such as, “*You did a nice job pausing at the end of each sentence when you saw punctuation.*”
- Have students repeat these steps back to you and then have them start the Partner reading routine.
- Direct students to alternate reading sentences until the end of the section. If time allows, ask students to partner read this section again.



## Reading

### Reading/Viewing Closely

#### Beginning

Ask students about their interest in soccer (football). Do they like to play? Do they watch games? Is it a popular sport in their home country?

#### Intermediate

Ask students about the organization Rebecca represents. What is it called? What does it do? Provide sentence stems, such as, The organization is called \_\_\_\_\_. The organization supports \_\_\_\_\_.

#### Advanced/ Advanced High

Have students make predictions about how playing soccer will impact Tish's experience moving to Australia.

#### ELPS 4.G

### Activity Page 13.2



- As you listen to students read, make notes about pausing for punctuation marks and regarding their individual reading ability in the Anecdotal Reading Record.
- Choose strategic pausing prompts to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Literal.** In the text it says, "She couldn't wait to play with the interactive science exhibits and learn all sorts of fun stuff." What does *interactive* mean in this sentence? (*The prefix in- means in, on or not; the word interactive means influencing.*)
  2. **Inferential.** Based on Tisha's thoughts, words, and actions in this chapter, what can you infer about her attitude toward Australia now? (*Answers may vary but should reflect the idea that Tisha now likes Australia and the family will continue exploring Australia.*)
  3. **Evaluative.** What similarities between Texas and Australia did Tisha discover? (*friends, interesting places to see like oceans, museums, nature preserves, sports, etc.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - Interactive means...
  - Based on the paragraph, I know...
  - Tisha discovers the following similarities between Texas and Australia...

### WRAP UP (5 MIN.)

- Ask students to turn to Activity Page 13.2 and read the following directions:
- Have students circle the affixes in each of the words in the Word Bank: *inspired, interactive, protracted, promotion, progress, inhabit, proposed, and prominent*. Then create two sentences, each with one of the words from the Word Bank. Answer the question, "What were two things that Tisha discovered about Australia in *The Other Side of the World*?" Write neatly in cursive.
- Then have students look at the two simple sentences from the text listed on Activity Page 13.2.
  - She couldn't wait to play with the interactive science exhibits and learn all sorts of fun stuff.
  - Darrius was eager to check out the Sydney Observatory.



- Combine them to make a compound sentence using a conjunction. Write neatly in cursive, leaving spaces between words. Offer feedback such as:
  - “Focus on keeping your letters of uniform size and proportion.”
  - “Focus on connecting your letters smoothly. Work on making the transition from ‘w’ to ‘a’ more fluid.”



### Activity Page 13.2: Reader Response

Collect Activity Page 13.2 to assess students' ability to interpret parts of the story and use words with affixes *pro-* and *in-*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

## Lesson 13: Differentiated Instruction

# Additional Support

### VOWEL TEAMS, HOMOPHONES, AND AFFIXES REVIEW

- Write the following words on the board: *vowel teams*, *homophones*, and *affixes*.
- Give students two minutes to write examples of each of those terms.
- Have students turn to a partner and share what they wrote. (Examples: vowel team words with *ai*, *ay*, *oo*, *ew*, *ue*, *ui*, *ew*, *ue*, *ui*; homophones: *bear/bare*, *their/there/they're*; words with affixes *anti-*, *in-*, *pro-*)




# Fluency Assessment


## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell multisyllabic words with vowel teams.

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

Students will read and spell homophones.

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

Students will read and spell words with prefixes.

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

Students will read and spell words with the *anti-*, *in-*, and *pro-* affixes.

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

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

 **TEKS 3.5**

### Reading

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


 **TEKS 3.1.C; TEKS 3.4**

## FORMATIVE ASSESSMENT

Activity Pages 14.2, 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 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **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; (vi) spelling words using knowledge of prefixes; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

|                              | Grouping    | Time                                                        | Materials                                                                                                                                                                                                                         |
|------------------------------|-------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>   |             |                                                             |                                                                                                                                                                                                                                   |
| Play Roll, Flip, Read, Write | Small Group | 15 min.                                                     | <input type="checkbox"/> Roll, Flip, Read, Write Word Cards (TR 14.1)<br><input type="checkbox"/> Activity Page 14.1<br><input type="checkbox"/> dictionary<br><input type="checkbox"/> dice                                      |
| Self-Sustained Reading       | Independent | 15 min.                                                     | <input type="checkbox"/> recreational reading options<br><input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.3)                                                                                                        |
| <b>Reading</b>               |             |                                                             |                                                                                                                                                                                                                                   |
| Fluency Assessment           | Independent | 30 min.<br>(concurrent with Foundational Skills activities) | <input type="checkbox"/> Activity Pages 14.2, 14.3<br><input type="checkbox"/> Unit 8 W.C.P.M. Calculation Sheet (TR 14.2)<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> 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 8.

### Foundational Skills

- Predetermine student pairs to play Roll, Flip, Read, Write.
- Cut out and make one set of Roll, Flip, Read, Write Word Cards for each student.
- Gather dice.

### Reading

- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Make copies of the Self-Sustained Reading Tracker (TR 14.3) for students to record their reading progress during independent reading time.

### Universal Access

- Consider using oversized dice for easier grip and use.


## Lesson 14: Fluency Assessment

## Foundational Skills

30M

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

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

 Students will read and spell homophones. **TEKS 3.1.B; TEKS 3.1.D; TEKS 3.1.E; TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.D**

Students will read and spell words with prefixes.

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

Students will read and spell words with the *anti-*, *in-*, and *pro-* affixes.


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

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

 time. **TEKS 3.5**

### PLAY ROLL, FLIP, READ, WRITE (15 MIN.)

- Tell students in the last lesson, we learned about words that have the affixes *pro-*, *in-*, and *anti-*. Turn to a partner, and brainstorm a list of words that begin with these affixes.
- Explain that students will be called individually to take their Fluency Assessment. While they are waiting their turn, they will play a game to review the unit skills. Students should use whisper voices because their peers will be concurrently testing as they play the review game.
- Move students into pairs. Provide each pair with a die. Provide each student with their own set of Roll, Flip, Read, Write word cards (TR 14.1) numbered from 1–6 on the back. Point out that numbers repeat; the same number will be found on multiple cards. Have students open to Activity Page 14.1.
- Review the game directions:
  - Have students lay cards face down on the table or floor in front of them, careful to keep their cards separate from their partner's cards.
  - To play, have a student roll the die, then flip over a card that corresponds to the number on the die and read the word on the card. If the student rolls a number that matches multiple cards, he or she may pick any card with the same number.

 **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.v** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** 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; (vi) spelling words using knowledge of prefixes; **TEKS 3.2.D** Write 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 3.5** Self-select text and read independently for a sustained period of time.

- If the student reads the word correctly, he or she leaves the card face up.
- If the student does not read it correctly, he or she flips it back over and the turn ends.
- The first student to flip and read all their cards wins!

- Remind students to speak politely to their partner in all situations. Have students restate the instructions for the game before they begin.
- After the game ends, have partners work together to complete Activity Page 14.1, writing their responses in cursive. Provide immediate and corrective feedback such as, “Ensure that your letters are properly spaced and don’t run into each other.” Using a dictionary to define the words if needed.

### SELF-SUSTAINED READING (15 MIN.)

- Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Transition students into 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.
- Suggest ways to maintain focus while reading, such as separating the text into chunks and taking short breaks between chunks or using a shield to block out distractions.



#### Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended. Remind students to keep track of their reading progress on the Self-Sustained Reading Tracker (TR 14.3).

## Lesson 14: Fluency Assessment

# Reading



**Primary Focus:** Students will read aloud with appropriate accuracy, rate, and

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

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



**EMERGENT  
BILINGUAL  
STUDENTS**

### 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 text and write them down while reading.

**ELPS 4.H**

## FLUENCY ASSESSMENT (30 MIN.)

### Activity Pages 14.2, 14.3



- You will work individually with each student and take a running record of the student's oral reading of a text. For this assessment, you will take a simple, easily calculated measure of the student's fluency by seeing how long it takes the student to read the text. Allow each student three minutes to read the story. Students with proficient fluency should be able to complete the text in this amount of time. Instruct students to speak coherently and complete the comprehension questions after reading the text.
- Have one student at a time come to a quiet assessment area to read *Marco's Family Trip* 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 will ask him or her to read the story aloud.
- Explain that you will 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 because the stopwatch will calculate Elapsed Time.
- As the student reads the story, make a running record on the copy with the student's name using the following guidelines:

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



- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads slowly, you may need to stop it before the student gets to the story's end. 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 each additional student.

### Challenge

Invite students to extend the story, *Marco's Family Trip*, adding new events and incorporating vocabulary from the unit.



### 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 W.C.P.M. Calculation Sheet (TR 14.2).
- 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 and words they read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 345 words as your total. If the student did not finish the story, you must count the number of words they tried 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 the student corrects is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
  - Next, complete the Time section of the activity page.
  - Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this will 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, consider the following factors:
  - 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 Spring of Grade 3 is 112 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 Spring of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (91 W.C.P.M.), are experiencing serious problems in reading fluently.
- Compare the student's W.C.P.M. score to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2017):

| <b>Reading Time for this Text</b> | <b>W.C.P.M.</b> | <b>National Percentiles for Spring, Grade 3</b> |
|-----------------------------------|-----------------|-------------------------------------------------|
| <b>2:35</b>                       | 166             | 90th                                            |
| <b>3:05</b>                       | 139             | 75th                                            |
| <b>4:05</b>                       | 112             | 50th                                            |
| <b>5:55</b>                       | 91              | 25th                                            |
| <b>8:00</b>                       | 63              | 10th                                            |

After you have entered each student's scores on the Unit 8 W.C.P.M. Calculation Sheet, record them on the Grade 3 End-of-Year Summary.

End Lesson

# Reading & Spelling Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell multisyllabic words with vowel teams.

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

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

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

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

Students will identify the meaning of and use words with the *anti-* (opposite; against), *in-* (not; non), and *pro-* (forward; for) affixes.

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

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

### Reading

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



## FORMATIVE ASSESSMENT

### Activity Page 15.1

#### Reading Assessment

**TEKS 3.2.A.ii; TEKS 3.2.A.iii;**

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

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


### Activity Page 15.2

#### Spelling Assessment

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

**TEKS 3.2.B.iii; TEKS 3.2.B.vi;**

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

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **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; (iii) spelling compound words, contractions, and abbreviations; (vi) spelling words using knowledge of prefixes; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## LESSON AT A GLANCE

|                            | Grouping    | Time    | Materials                                                                                                                                                                                                                      |
|----------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b> |             |         |                                                                                                                                                                                                                                |
| Reading Assessment         | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 15.1<br><input type="checkbox"/> Reading Assessment Scoring and Analysis (TR 15.1)<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> colored pencils  |
| Spelling Assessment        | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 15.2<br><input type="checkbox"/> Spelling Assessment Scoring and Analysis (TR 15.2)<br><input type="checkbox"/> Grade 3 End-of-Year Summary<br><input type="checkbox"/> colored pencils |
| <b>Reading</b>             |             |         |                                                                                                                                                                                                                                |
| Self-Sustained Reading     | Independent | 10 min. | <input type="checkbox"/> recreational reading options<br><input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.3)                                                                                                     |

## ADVANCE PREPARATION

### Note to Teacher

Today, you will complete the multi-part assessment. The Reading & Spelling portion of the assessment takes place during the first 20 minutes of this lesson. Use the Reading Assessment Scoring and Analysis (TR 15.1) and Spelling Assessment Scoring and Analysis (TR 15.2) to help determine and understand which phonemes and words students missed. After students complete the assessment, they will have time for quiet recreational reading. Use this time 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 15.1.

### Reading

- Consider making available games from previous lessons in this unit as an optional activity after students finish the assessments.
- Gather books of varying complexity for students to choose from during Self-Sustained Reading.

### Universal Access

- Give students a different location in the classroom to complete the assessment or allow them to stand while working on it.
- Prepare audiobooks for students to choose from. Create a graphic organizer for students to complete when identifying unfamiliar words. Include the definition, an example of the word's usage, and an illustration to enhance understanding.

## Lesson 15: Reading &amp; Spelling Assessment

## Foundational Skills



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

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

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

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

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

Students will identify the meaning of and use words with the *anti-* (opposite; against),

✶ *in-* (not; non), and *pro-* (forward; for) affixes. **TEKS 3.2.B.ii; TEKS 3.2.D; TEKS 3.3.C**

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

### READING ASSESSMENT (10 MIN.)

- Tell students last class we read Marco's *Family Trip*. What do you remember about that story?
- 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 that they hear.
- Read each word in the box, calling out each number before saying the word to indicate the row on the activity page.

- |                |                                |
|----------------|--------------------------------|
| 1. containment | 7. chewing                     |
| 2. holiday     | 8. suitcases                   |
| 3. blooming    | 9. proceeded                   |
| 4. rooted      | 10. antisocial                 |
| 5. nephew      | 11. incorrectly                |
| 6. fluently    | 12. abbreviation for feet (ft) |

- Direct students to write a synonym for the words in questions 13 and 14 and a set of homophones for 15 and 16.
  - 13. cold (possible answers: freezing, chilly, cool, etc . . . )

✶ **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; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; **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; (iii) spelling compound words, contractions, and abbreviations; (vi) spelling words using knowledge of prefixes; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

### Activity Page 15.1



### Challenge

Invite students to list other words that fit the pattern.

- 14. fast (possible answers: quick, swift, brisk, etc . . . )
- 15. tail/tale
- 16. your/you're
- For questions 17 and 18, ask students to circle the word that makes the most sense in the given sentence.
  - 17. The bear/bare tore through the campground and ate the food.
  - 18. The child was board/bored while waiting for the doctor.
- Remind students to complete any written responses in cursive.

### SPELLING ASSESSMENT (10 MIN.)

- Have students open to Activity Page 15.2.
- Read the first spelling word, use it in a sentence, and then read the word again, allowing students time to write the word.
- Direct students to complete their responses in cursive.



### Activity Page 15.2

- |             |                                |
|-------------|--------------------------------|
| 1. detailed | 7. stare                       |
| 2. delaying | 8. unscooping                  |
| 3. goodness | 9. hoodies                     |
| 4. maintain | 10. renewed                    |
| 5. witch    | 11. unsuitable                 |
| 6. which    | 12. avenue                     |
|             | 13. hr (abbreviation for hour) |

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: *Koalas inhabit the vast and wide lands of Australia and pursue leisurely activities.* Slowly repeat the sentence twice.
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students that you will now show them the correct spelling for each word so that they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out an incorrect spelling, then copying and writing the correct spelling next to it.

## Challenge

Challenge students to select and read a text in a genre different from the one(s) they typically choose.

**EMERGENT  
BILINGUAL  
STUDENTS**



## Reading

### Reading/Viewing Closely

#### Beginning

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

#### Intermediate

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

#### Advanced/

#### Advanced High

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

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

- Do the same with the sentence. Remind students of the importance of correcting their work and learning from their mistakes.



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

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

## Lesson 15: Reading & Spelling Assessment

# Reading



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

### SELF-SUSTAINED READING (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.
- Suggest ways to maintain focus while reading, such as setting a goal of the number of pages to read in the allotted time or placing a sticker on the book cover after finishing each page.



## Check for Understanding

Encourage students to keep track of the books they are reading and the pages on which they started and ended. Remind students to keep track of their reading progress on the Self-Sustained Reading Tracker (TR 14.3).

End Lesson

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



# Pausing Point

This is the end of Unit 8. Analyze the results from the Unit 8 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend 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                   |                              |
|---------------------------------------------|------------------------------|
| <b>More Help with Decoding Words</b>        |                              |
| Moon Shot                                   | Page 130, 133                |
| <b>More Help with Homophones</b>            |                              |
| Homophone Memory                            | Page 130, 138                |
| <b>More Help with Abbreviations</b>         |                              |
| Abbreviation Memory                         | Page 130, 139                |
| Abbreviation Review                         | Page 131, 140                |
|                                             | Additional Support Lesson 10 |
| <b>More Help with Affixes</b>               |                              |
| Mix and Mingle                              | Page 131, 141                |
| Roll, Flip, Read, Write                     | Page 131, 143                |
| Affix Match Puzzle Cards                    | Page 132, 144                |
| Vowel Teams, Homophones, and Affixes Review | Page 139                     |
|                                             | Additional Support Lesson 13 |



## MORE HELP WITH DECODING WORDS

### Moon Shot

- Have students turn to PP.1.
- Move students into pairs. Provide each pair with a Moon Shot Game Board, Oh No! Cards, and Good to Go! Cards. Provide each student with a set of Moon Shot Word Cards. Provide small tokens as playing pieces.
- Review the game instructions:
  - Students take turns drawing word cards. The student then reads the word and explains what the word on the card means to their partner.
  - If a student reads and explains the word correctly, he or she can draw a Good to Go! card and follow the directions on the card.
  - If a student does not explain the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.
  - The first student to make it to the moon is the winner!

## MORE HELP WITH HOMOPHONES

### Homophone Memory

- Move students into partners. Distribute a set of Homophone Pair Cards to each pair.
- Explain that the students will practice matching words with their homophones.
- Direct partners to lay out the cards face down on the table. Partners will take turns flipping over two cards. If the homophones match, the student should remove the matching cards from the table. If they are not, the cards should be flipped back over. Play continues until all pairs have been made.

## MORE HELP WITH ABBREVIATIONS

### Abbreviation Memory

- Move students into partners, and distribute a set of Abbreviation Match Cards to each pair.
- Explain that the students will practice matching words with their abbreviations.
- Direct partners to lay out the cards face down on the table. Partners will take turns flipping over two cards. If the abbreviations match, the student should remove the matching cards from the table. If they are not, the cards should be flipped back over. Play continues until all pairs have been made.

## Abbreviation Review

- Invite students to research abbreviations in a subject of interest to them (e.g., video game, sports, science). Have students create a list of abbreviations and share them with a partner. Each partner should attempt to decode the abbreviations.
- Provide students with more opportunities to work with abbreviations. Provide a list of common abbreviations mixed with a few abbreviations they are less likely to know and their meanings. Have students match each abbreviation to its meaning.

## MORE HELP WITH AFFIXES

### Mix and Mingle

- Explain that students will play a game called Mix and Mingle to create as many words using affixes as possible.
- Have students turn to PP.3.
  - Pass out one Mix and Mingle word card per student. Note: Some words are repeated, and you may copy more if you have more than 20 students.
  - Explain that once the timer begins, students will “mix and mingle” with each other to create words using their flashcards. Once they’ve combined their flashcards to create a word, they must each individually write the word down. They will then repeat the process to create a new word with different students.
  - Remind students that in order for their word to count, it must be spelled correctly. Direct students to write words in cursive.
  - Begin the timer and release students to play the game.
  - Refocus the class. Ask for student volunteers to share the words they created. Review the correct spellings for words that students spelled incorrectly.
  - Extend the activity by having students write sentences using the words they created. Remind students to write neatly in cursive, leaving space between words.

### Play Roll, Flip, Read, Write

- Have students turn to PP.2.
- Move students into pairs. Provide each pair with a die. Provide each student with their own set of Roll, Flip, Read, Write word cards numbered from 1–6 on the back. Point out that numbers repeat; the same number will be found on multiple cards.

#### Activity Page PP.3



#### Activity Page PP.2



- Review the game directions: Have students lay cards face down on the table or floor in front of them, careful to keep their cards separate from their partner's cards.
- To play, have a student roll the die, then flip over a card that corresponds to the number on the die and read the word on the card. If the student rolls a number that matches multiple cards, he or she may pick any card with the same number.
- If the student reads the word correctly, he or she leaves the card face up.
- If the student does not read it correctly, he or she flips it back over and the turn ends.
- The first student to flip and read all their cards wins!

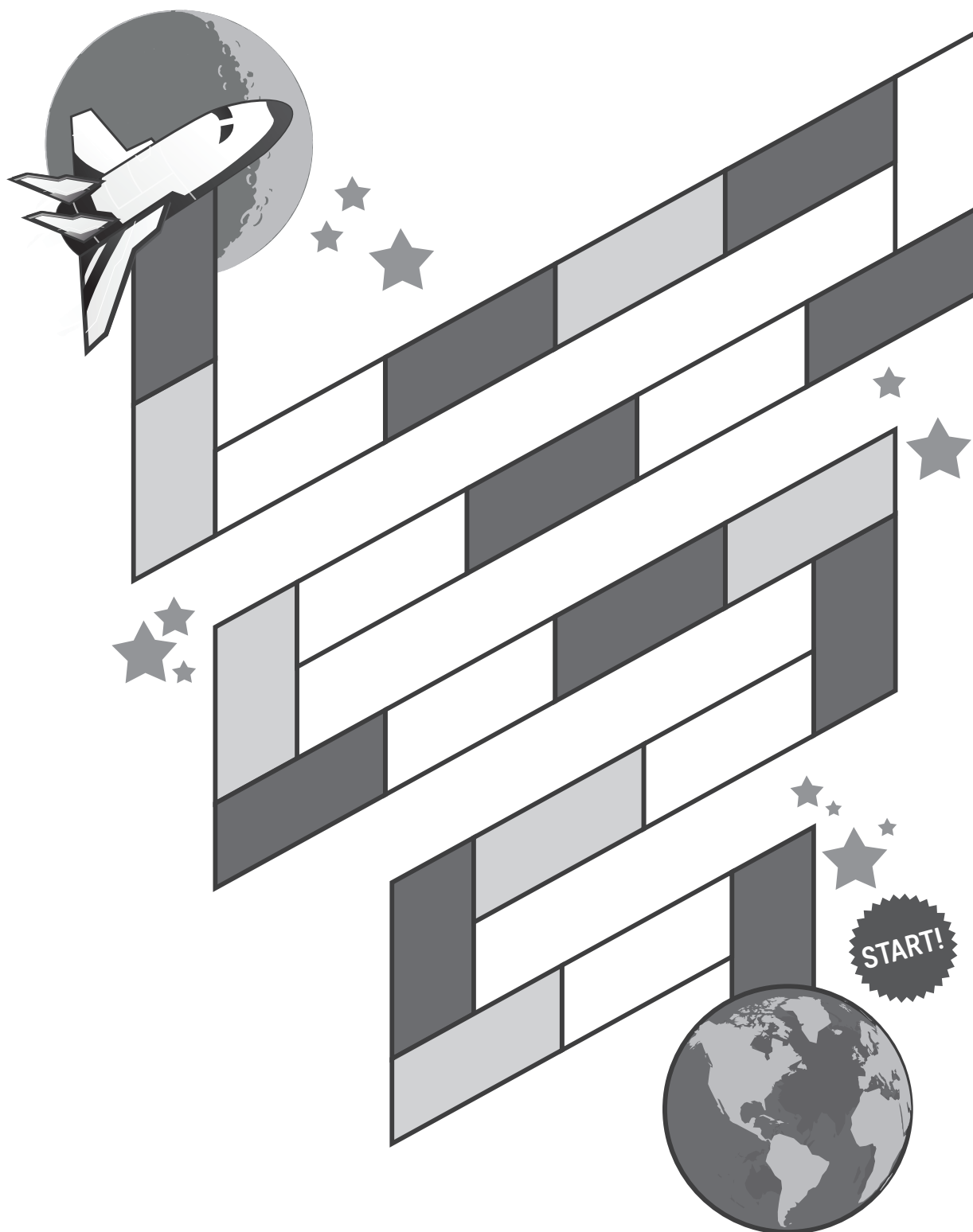
### **Affix Match Puzzle Cards**

- Move students into pairs. Provide pairs with a set of words and definition cards. Have students match each word with the prefix *pro-* with its definition. Then, have students check their work with another group. If students find that their definitions do not match, provide access to dictionaries to check for accuracy.
- When students are finished and have correctly matched each word and definition, have students create 3–5 sentences using at least one of the words in each sentence.

### **Vowel Teams, Homophones, and Affixes Review**

- Write the following words on the board: *vowel teams*, *homophones*, and *affixes*.
- Give students two minutes to write examples of each of those terms.
- Have students turn to a partner and share what they wrote. (Examples: vowel team words with *ai*, *ay*, *oo*, *ew*, *ue*, *ui*, *ew*, *ue*, *ui*; homophones: *bear/bare*, *their/there/they're*; words with affixes *anti-*, *in-*, *pro-*)

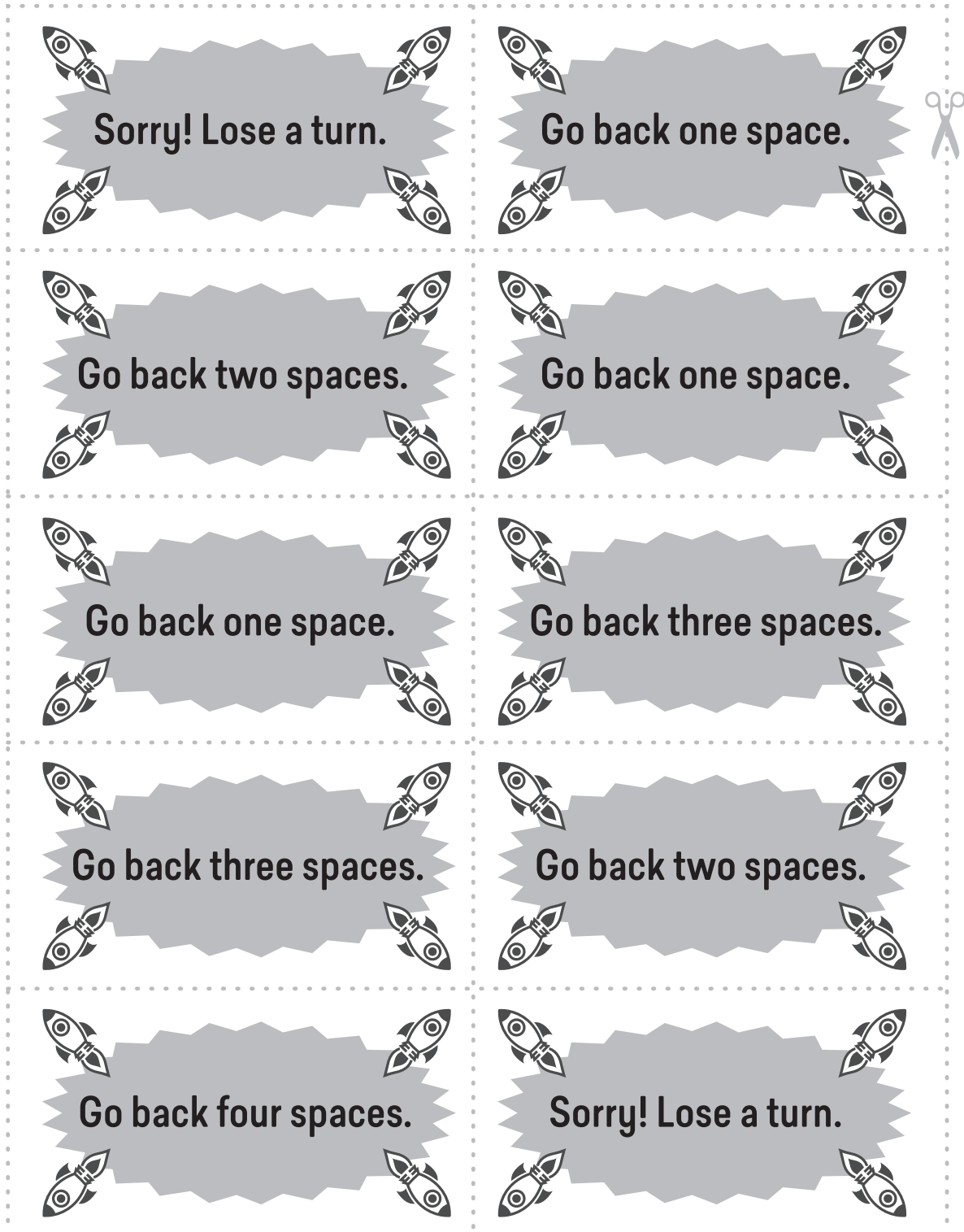
# Moon Shot Game Board



## MOON SHOT OH NO! CARDS

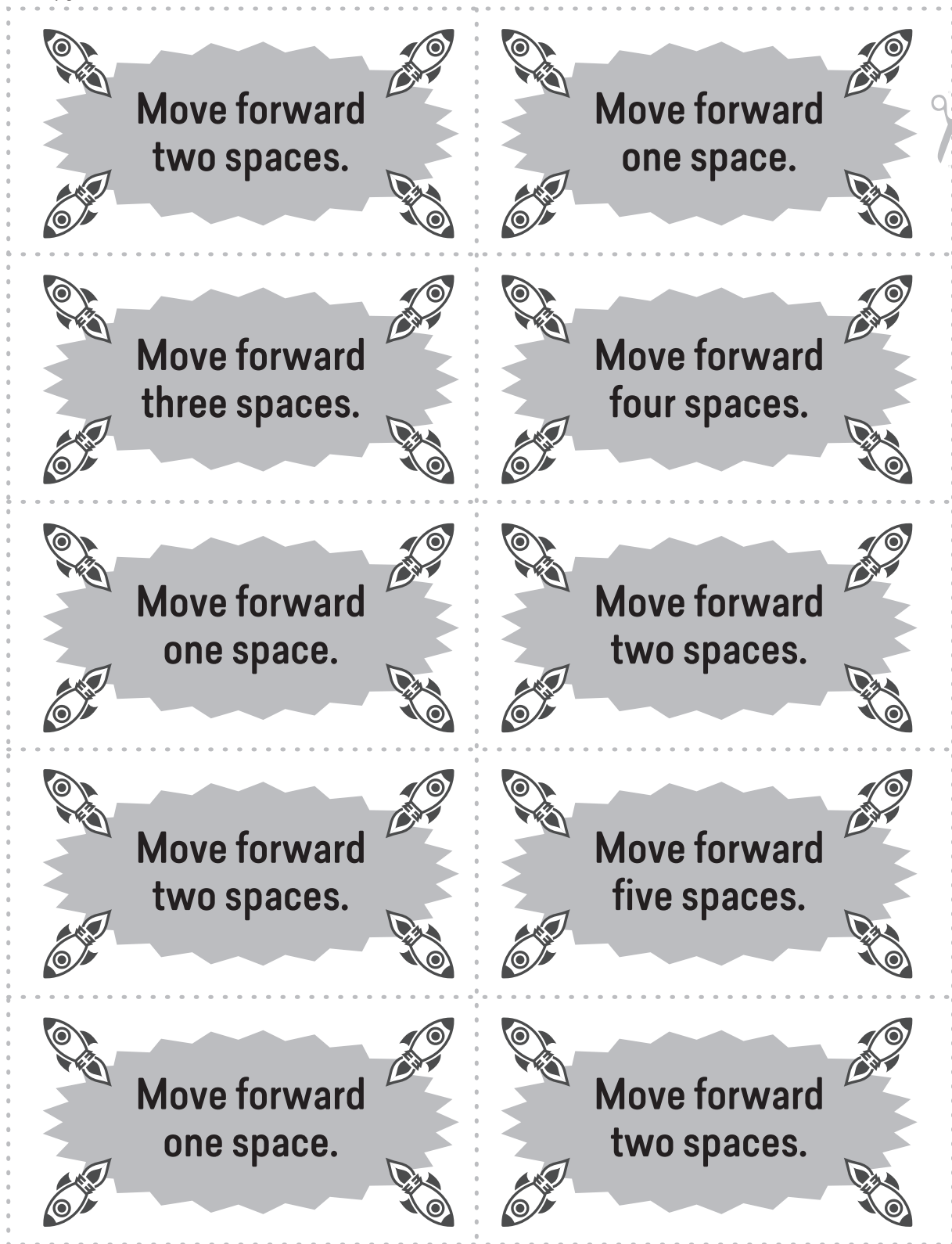
Copy and cut the cards.

### Moon Shot Oh No! Cards



## MOON SHOT GOOD TO GO! CARDS

Copy and cut the cards.



## MOON SHOT WORD CARDS

Copy and cut out the cards.

**launch**

**haunt**



**pause**

**sauce**

**understood**

**doodle**

**precook**

**cuckoo**

**bookmark**

**looking**

**goofy**

**goodness**

**wooden**

**blooming**

**shampoo**

**scooping**



## HOMOPHONE PAIR CARDS

Copy and cut out one set of cards for each pair of students.

**no**

**know**



**new**

**knew**

**peek**

**peak**

**break**

**brake**

**die**

**dye**

**beet**

**beat**

**bare**

**bear**

**week**

**weak**

**stare**

**stair**

**groan**

**grown**

## ABBREVIATION MATCH CARDS

Copy and cut out the cards

**GPS**

**global positioning system**



**ATM**

**automated teller machine**

**USA**

**United States of America**

**SCUBA**

**self-contained underwater  
breathing apparatus**

**Sr**

**senior**

**Jr**

**junior**

**Mr**

**mister**

**TX**


**Texas**

## MORE HELP WITH ABBREVIATIONS

| Abbreviations | Meanings                  |
|---------------|---------------------------|
| Ave.          | Avenue                    |
| Blvd.         | Boulevard                 |
| Mkt.          | Market                    |
| jk            | Just kidding              |
| ASAP          | As soon as possible       |
| DOB           | Date of birth             |
| ETA           | Estimated Time of Arrival |
| FYI           | For your information      |
| SOS           | Save our ship             |
| POV           | Point of view             |

## MIX AND MINGLE FLASHCARDS


Copy and cut out the cards



|             |                  |
|-------------|------------------|
| <b>in</b>   | <b>expensive</b> |
| <b>in</b>   | <b>formal</b>    |
| <b>in</b>   | <b>adequate</b>  |
| <b>in</b>   | <b>valid</b>     |
| <b>in</b>   | <b>correct</b>   |
| <b>anti</b> | <b>dote</b>      |
| <b>anti</b> | <b>biotic</b>    |
| <b>anti</b> | <b>body</b>      |
| <b>anti</b> | <b>virus</b>     |
| <b>anti</b> | <b>septic</b>    |

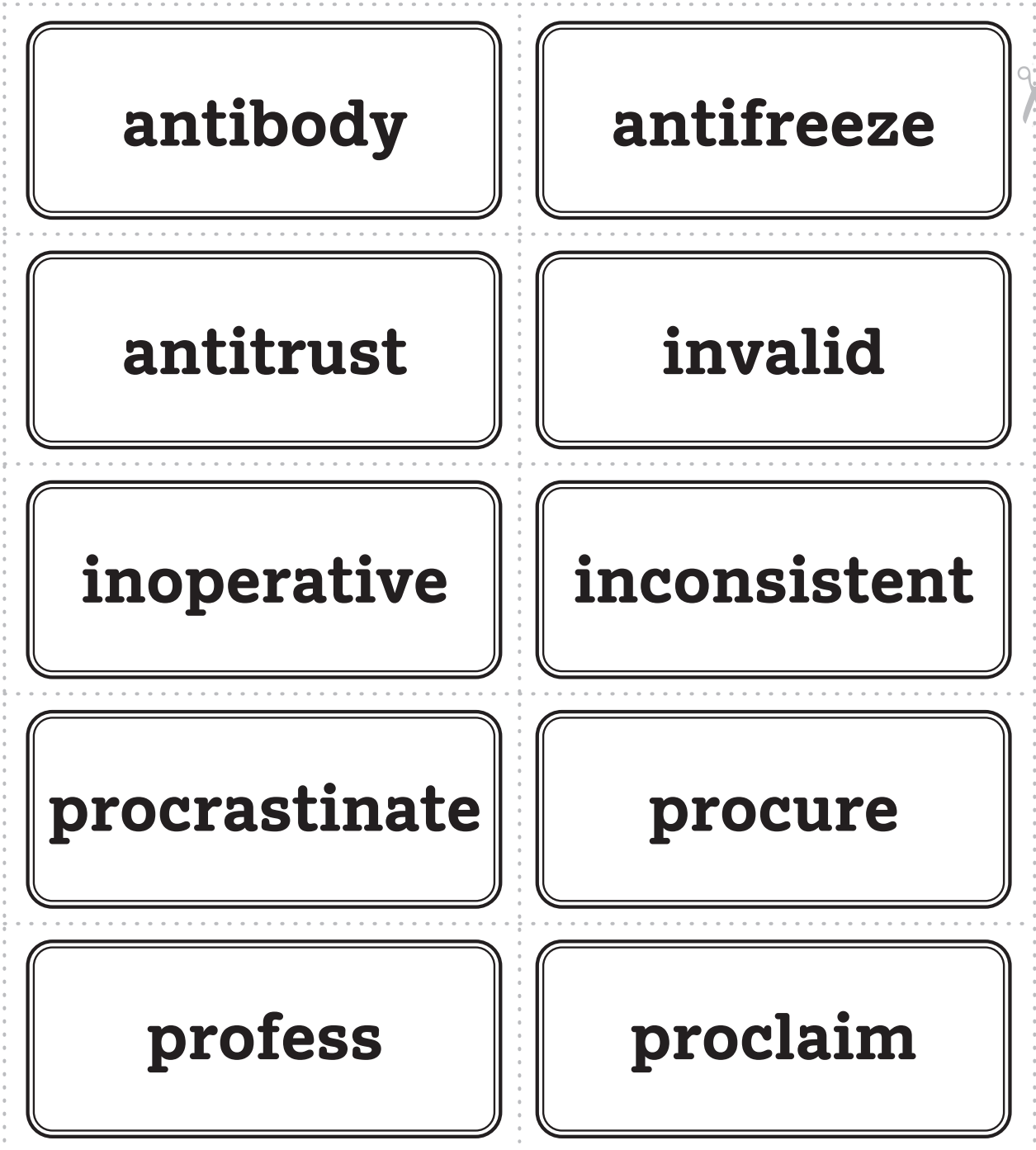
## MIX AND MINGLE FLASHCARDS

Directions: Cut out the affix and word part. Provide one card to each student

|            |                |                                                                                     |
|------------|----------------|-------------------------------------------------------------------------------------|
| <b>pro</b> | <b>long</b>    |  |
| <b>pro</b> | <b>claim</b>   |                                                                                     |
| <b>pro</b> | <b>ponent</b>  |                                                                                     |
| <b>pre</b> | <b>order</b>   |                                                                                     |
| <b>pre</b> | <b>heat</b>    |                                                                                     |
| <b>pre</b> | <b>arrange</b> |                                                                                     |
| <b>mis</b> | <b>behave</b>  |                                                                                     |
| <b>mis</b> | <b>match</b>   |                                                                                     |
| <b>mis</b> | <b>place</b>   |                                                                                     |

**ROLL, FLIP, READ, WRITE CARDS**

Cut out the cards. Give each student a set of cards.



## AFFIX MATCH PUZZLE CARDS

Cut out the words and definitions cards. Give each student a word or definition card

|                      |                                              |
|----------------------|----------------------------------------------|
| <b>propel</b>        | <b>To cause to move forward</b>              |
| <b>protrude</b>      | <b>To push or stick out</b>                  |
| <b>procrastinate</b> | <b>To put off or delay</b>                   |
| <b>promise</b>       | <b>Set an intention for the future</b>       |
| <b>proponent</b>     | <b>A person who favors an idea</b>           |
| <b>proceed</b>       | <b>To move forward after a stop</b>          |
| <b>proclaim</b>      | <b>To say something for everyone to know</b> |
| <b>prolong</b>       | <b>To make something last longer</b>         |
| <b>profess</b>       | <b>To claim something is true</b>            |
| <b>procure</b>       | <b>To get or obtain something</b>            |





# Teacher Resources

|         |                       |
|---------|-----------------------|
| Grade 3 | Foundational Skills 8 |
|---------|-----------------------|

# 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 8.....

TR 5.1 Vowel Team Word Hunt Cards.....

TR 11.1 Word Matrix Chart.....

TR 11.2 Partner Reading Feedback.....

TR 14.1 Roll Flip Read Write Word Cards.....

TR 14.2 Unit 8 W.C.P.M. Calculation Sheet.....

TR 14.3 Self-Sustained Reading Tracker.....

TR 15.1 Reading Assessment Scoring and Analysis.....

TR 15.2 Spelling Assessment Scoring and Analysis.....

Tricky Word Assessment (Optional).....

Activity Book Answer Key.....

Appendix A: Overview of the Grade 3 Skills Program.....

Appendix B: Grade 3 Scope and Sequence.....

Appendix C: Using Chunking to Decode Multisyllable Words.....

Texas Essential Knowledge and Skills Correlation Chart.....

English Language Proficiency Standards Correlation Charts.....













# GRADE 3 INDIVIDUAL CODE CHART

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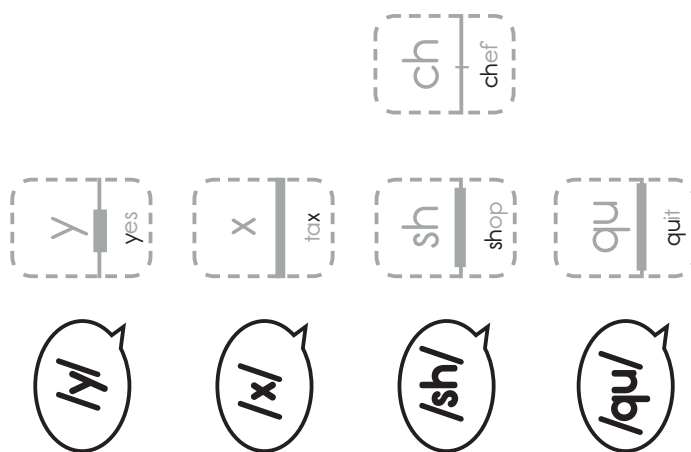
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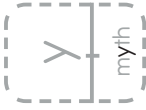







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|                                                                                     |                                                                                     |                                                                                     |  |                                                                                       |                                                                                       |

|  |              |             |              |             |              |             |               |             |  |
|--|--------------|-------------|--------------|-------------|--------------|-------------|---------------|-------------|--|
|  | al<br>animal | le<br>apple | el<br>travel | ul<br>awful | il<br>pencil |             |               |             |  |
|  | a<br>paper   | a_e<br>cake | ai<br>wait   | ay<br>day   | ey<br>hey    | ea<br>great | igh<br>weight |             |  |
|  | y<br>funny   | e<br>me     | i<br>ski     | ee<br>bee   | ea<br>beach  | ey<br>key   | ie<br>cookie  | e_e<br>Pete |  |
|  | i<br>biting  | i_e<br>bite | y<br>try     | ie<br>lie   | igh<br>night |             |               |             |  |
|  | o<br>open    | o_e<br>home | ow<br>snow   | oa<br>boat  | oe<br>toe    |             |               |             |  |
|  | u<br>unit    | u_e<br>cute | ue<br>cue    |             |              |             |               |             |  |

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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.

|                     |
|---------------------|
| <b>STUDENT NAME</b> |
| <b>Lesson:</b>      |
| <b>Lesson:</b>      |
| <b>Lesson:</b>      |
| <b>Lesson:</b>      |
| <b>Lesson:</b>      |

# Grade 3 Foundational Skills Record

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

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

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

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

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

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



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

# Grade 3 Fluency Record

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

[illegible]

## GRADE 3 END-OF-YEAR SUMMARY

[illegible]

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

[illegible]

## ANECDOTAL READING RECORD—UNIT 8

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

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

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

TR 5.1

## Vowel Team Hunt



**regain**



**braided**



**portray**



**holiday**



**display**



**mermaid**



**entertain**



**nailpolish**



**array**



**training**

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

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

TR 11.1

# Word Matrix Chart

| Prefixes | Base Words | Suffixes |
|----------|------------|----------|
|          |            |          |

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

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

TR 11.2

## Partner Reading Feedback

Use these stems to share feedback with your reading buddy:

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 \_\_\_\_\_.



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

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

TR 14.1

## Roll, Flip, Read, Write Cards

Make a copy for each student and cut words out. Number the backs of the cards with the numbers 1 through 6; repeat the numbers until every card is numbered.

**stare**

**stair**



**peek**

**peak**

**rain**

**reign**

**sustain**

**daybreak**

**doodle**

**fluent**

**mainstay**

**suitable**

**progress**

**proceed**

**antidote**

**antifreeze**

**incorrect**

**incomplete**

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

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

TR 14.2

## Unit 8 W.C.P.M. Calculation Sheet

Story: *Marco's Family Trip* Total words in story: 345

| Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Words Read</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Uncorrected Mistakes</div> </div> <hr style="border: 1px solid black; margin: 10px 0;"/> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Words Correct</div> </div> | <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Minutes</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Seconds</div> <div>Finish Time</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Start Time</div> </div> <hr style="border: 1px solid black; margin: 10px 0;"/> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Elapsed Time</div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <math>(</math> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> <math>\times 60)</math> </div> <div style="text-align: center;"> <math>+</math> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> </div> <div style="text-align: center;"> <math>=</math> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> </div> <div>Time in Seconds</div> </div> |
| <div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">WCPM</div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Words Correct</div> <div style="font-size: 1.5em; margin: 0 10px;">÷</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Time in Seconds</div> <div style="font-size: 1.5em; margin: 0 10px;">× 60 =</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>WCPM</div> </div>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Compare the student's W.C.P.M. score to national norms for Spring 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                                     |

## Self-Sustained Reading Tracker

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

| Date | Title of Book | START Page Number | END Page Number |
|------|---------------|-------------------|-----------------|
|      |               |                   |                 |
|      |               |                   |                 |
|      |               |                   |                 |
|      |               |                   |                 |
|      |               |                   |                 |
|      |               |                   |                 |
|      |               |                   |                 |

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

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

TR 15.1

## Reading Assessment Scoring and Analysis

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

The number of words read correctly indicates the following:

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

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

# TR 15.1

|                 | <b>phonemes</b>                               | <b>Spelling Pattern</b>          |
|-----------------|-----------------------------------------------|----------------------------------|
| 1. containment  | /k/ / / /n/ /t/ /ae/<br>/n/ /m/ /i/ /n/ /t/   | Vowel Team <i>ai</i>             |
| 2. holiday      | /h/ /o/ /l/ /i/ /d/ /<br>ae/                  | Vowel Team <i>ay</i>             |
| 3. blooming     | /b/ /l/ / <u>oo</u> / /m/ /i/<br>/ng/         | Vowel Team / <u>oo</u> / > oo    |
| 4. rooted       | /r/ / <u>oo</u> / /t/ /e/ /d/                 | Vowel Team / <u>oo</u> / > oo    |
| 5. nephew       | /n/ /e/ /f/ / <u>oo</u> /                     | Vowel Team / <u>oo</u> / > ew    |
| 6. fluently     | /f/ /l/ / <u>oo</u> / /n/ /t/<br>/l/ /ee/     | Vowel Team / <u>oo</u> / > ue    |
| 7. chewing      | /ch/ / <u>oo</u> / /i/ /ng/                   | Vowel Team / <u>oo</u> / > ew    |
| 8. suitcases    | /s/ / <u>oo</u> / /t/ /k/ /ae/<br>/s/ /e/ /s/ | Vowel Team / <u>oo</u> / > ui    |
| 9. proceeded    | /p/ /r/ /oe/ /s/ /ee/<br>/d/ /e/ /d/          | Affixes <i>pro-</i> & <i>-ed</i> |
| 10. antisocial  | /an/ /t/ /ie/ /s/ /<br>oe/ /sh/ / / /l/       | Prefix <i>anti-</i>              |
| 11. incorrectly | /i/ /n/ /k/ /or/ /e/<br>/c/ /t/ /l/ /ee/      | Affixes <i>in-</i> & <i>-ly</i>  |
| 12. ft          | /f/ /ee/ /t/                                  | Abbreviation for feet            |

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

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

TR 15.2

## Spelling Assessment Scoring and Analysis

The words on today's spelling assessment include vowel teams, homophones, and words with affixes.

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.

# TR 15.2

|                | <b>Spelling Pattern</b>              |
|----------------|--------------------------------------|
| 1. detailed    | Vowel Team <i>ai</i>                 |
| 2. delaying    | Vowel Team <i>ay</i>                 |
| 3. goodness    | Vowel Team <i>oo</i>                 |
| 4. maintain    | Vowel Team <i>ai</i>                 |
| 5. witch       | Homophones                           |
| 6. which       | Homophones                           |
| 7. stare       | Homophones                           |
| 8. unscooping  | Vowel Team / <u>oo</u> / > <i>oo</i> |
| 9. hoodies     | Vowel Team / <u>oo</u> / > <i>oo</i> |
| 10. renewed    | Vowel Team / <u>oo</u> / > <i>ew</i> |
| 11. unsuitable | Vowel Team / <u>oo</u> / > <i>ui</i> |
| 12. avenue     | Vowel Team / <u>oo</u> / > <i>ue</i> |
| 13. hr         | Abbreviation for hour                |

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

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

## Unit 8 Tricky Word Assessment (Optional)

Student Name: \_\_\_\_\_

At the end of Unit 8, 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 1 Assessment:<br>Date _____ |
|----------------------------------|-----------------------------------------|
| 1. side                          |                                         |
| 2. country                       |                                         |
| 3. city                          |                                         |
| 4. try                           |                                         |
| 5. sea                           |                                         |
| 6. took                          |                                         |
| 7. kind                          |                                         |
| 8. without                       |                                         |
| 9. family                        |                                         |
| 10. Australia                    |                                         |
| 11. structure                    |                                         |
| 12. algae                        |                                         |
| 13. culture                      |                                         |
| 14. sanctuary                    |                                         |
| 15. marsupial                    |                                         |
| 16. Melbourne                    |                                         |
| 17. penguin                      |                                         |

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

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

## Unit 8 Tricky Word Assessment List

1. side
2. country
3. city
4. try
5. sea
6. took
7. kind
8. without
9. family
10. Australia
11. structure
12. algae
13. culture
14. sanctuary
15. marsupial
16. Melbourne
17. penguin

## ACTIVITY BOOK ANSWER KEY

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

1.1

Activity Page

### Write and Spell Homophones

Listen to the sentences. Fill in each blank with the homophone that completes the sentence. Write each word neatly in cursive.

1. My dad prepared a beet salad for the school party.
2. I will dye the fabric blue.
3. Let's play another round of the game so that I can have another chance to beat you.
4. The bear wandered through the woods in search of food.
5. My cell phone will die in the middle of a call unless I keep it charged.
6. My room at our new house is bare without my stuff in it.

Foundational Skills B

1

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

2.1

Activity Page

### Write and Spell Homophones

Fill in each blank to complete the sentence by using a homophone from the word bank. Write each word neatly in cursive.

|       |        |       |
|-------|--------|-------|
| groan | lesson | there |
| grown | lessen | their |

1. Mom asked me not to groan whenever it is my turn to take out the garbage.
2. Math is always our first lesson of the day.
3. I pointed across the kitchen to the fruit basket and told my sister to walk over there to get an apple for a snack.
4. A full-grown gorilla stands about five feet tall.
5. Mom applied pressure to my swollen knee, but that didn't lessen the pain.
6. They left their belongings in the gym while they ran outside.

Foundational Skills B

5

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

3.1

Activity Page

### Homophone Dictation

Listen closely as your teacher reads a sentence for each number. Each sentence will have one homophone from the word bank. Write the correct spelling of the homophone from the sentence on the line. Write neatly in cursive, leaving spaces between words.

#### Word Bank

|      |      |       |       |     |
|------|------|-------|-------|-----|
| pane | flea | stare | break | die |
| pain | flee | stair | brake | dye |

1. The dog would stare out the window all day while people walked across the window of the house.
2. She saw a tiny flea on the grass.
3. The shirt was vibrant and colorful with the different colors that were used to dye it.
4. He was in pain from the hard workout he did in the morning.
5. The bicycle had a brake on it for the rider to stop.

Foundational Skills B

7

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

4.1

Activity Page

### Practice with Vowel Teams

Listen as each word is read aloud. Write the word, divide it into syllables using a /, and underline the letters that represent the /ae/ sound. Write each word neatly in cursive.

1. aim / less / ly
2. pre / paid
3. sway / ing
4. praise / wor / thy
5. re / strain / ing

Write a sentence using a word from the list above. Write neatly in cursive, leaving spaces between words.

Answers may vary.

Foundational Skills B

9

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

4.2

Take-Home

### Read and Write: *ai* or *ay*

Dear Family Member,

Your student has practiced words with *ai* and *ay* spellings. Read the passage with *ai* and *ay* words for students to practice fluency. Then answer the question in complete sentences below. Remember to write neatly in cursive.

It was a rainy Saturday afternoon. My family was complaining because we could not go to the holiday parade. My brother decided that we should have our own family parade indoors at the house instead. My mom and dad grabbed instruments and passed them out to all of us. We walked around the house at a snail's pace and played our instruments all afternoon. It was the best entertainment.

What does it mean to walk at a snail's pace? Why do you think the family walked around like that for their parade?

*Walking at a snail's pace means to walk very slowly. The family walked around like that for their parade to spend as much time as possible together playing their instruments.*

Foundational Skills 8

11

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

5.1

Activity Page

### Word Sort: *ai/ay* Word Sort

Listen as the teacher says each word. Repeat the word and write it in the correct column. Write each word neatly in cursive.

| /ai/ as in pain    | /ay/ as in day    |
|--------------------|-------------------|
| <i>mermaid</i>     | <i>subway</i>     |
| <i>trailblazer</i> | <i>yesterday</i>  |
| <i>complain</i>    | <i>anyway</i>     |
| <i>trailing</i>    | <i>delaying</i>   |
| <i>raining</i>     | <i>explaining</i> |

Foundational Skills 8

13

Write the sentences that your teacher dictates below. Make sure to write in cursive, leaving space between words.

- Yesterday, my mother and I hiked up the trail to get the mail.*
- My sister complained that the rain delayed her softball game.*

14

Foundational Skills 8

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

6.1

Activity Page

### Word Sort: *oo* Spelling Pattern

Listen as the teacher says each word. Repeat the word and write it in the correct column. Write each word neatly in cursive.

| /oo/ as in soon   | /oo/ as in look  |
|-------------------|------------------|
| <i>kangaroo</i>   | <i>cookbook</i>  |
| <i>schoolroom</i> | <i>undertook</i> |
| <i>zookeeper</i>  |                  |

Listen to your teacher say this sentence. Repeat the sentence and then write the sentence below. Write neatly in cursive, leaving spaces between words.

- His favorite football team is playing this Saturday.*

Foundational Skills 8

15

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

7.1

Activity Page

### Reader Response

In this lesson we have discussed the vowel team words with oo. Circle the vowel team in each of the words in the Word Bank. Then create two sentences, each with one of the words from the Word Bank. The sentences should relate to, *The Other Side of the World*. Write neatly in cursive below.

#### Word Bank

|          |           |
|----------|-----------|
| smoothly | scooped   |
| looked   | moonlight |
| root     | hoodie    |
| cuckoo   | zooming   |
| doodled  | swooping  |

*Answers may vary.*

*Answers may vary.*

Foundational Skills B

17

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

8.1

Activity Page

### Practice with Dictation: ew, ue, ui

Write each word below as your teacher dictates it. Remember to write neatly in cursive. When you have written a word for 1–4, use a slash mark (/) to divide each word into syllables and underline the vowel team in each word.

- unfruitful*
- outgrew*
- fluently*
- recruit*

Using one of the words from above create a question for a peer to answer about *The Other Side of the World*. Write neatly in cursive, leaving spaces between words.

- Answers may vary.*

Foundational Skills B

19

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

9.1

Activity Page

### Speak and Spell

Listen to the words your teacher reads. Look at the index card as your teacher reads the words. Orally stretch the sounds or chunk the syllables. Place the word parts in the appropriate syllable boxes. Write neatly in cursive.

| #  | First Syllable | Second Syllable | Third Syllable |
|----|----------------|-----------------|----------------|
| 1. | <i>cash</i>    | <i>ew</i>       |                |
| 2. | <i>fruit</i>   | <i>ful</i>      | <i>ness</i>    |
| 3. | <i>bruise</i>  | <i>es</i>       |                |
| 4. | <i>re</i>      | <i>new</i>      | <i>ing</i>     |
| 5. | <i>jew</i>     | <i>el</i>       | <i>ry</i>      |

Foundational Skills B

21

Take these two fragment sentences and convert them into complete sentences. Complete sentences need a noun (who/ what) and a verb (in this case the verb is provided), along with correct capitalization and punctuation.

- pursue new activities  
*Answers may vary.*
- cruising up trees  
*Answers may vary.*

22

Foundational Skills B

NAME: \_\_\_\_\_ 9.2 Activity Page  
DATE: \_\_\_\_\_

### Sentence Expansion

Look at the sentence from the Reader and answer the questions about the sentence using information from the Reader. Write neatly in cursive, leaving spaces between words.

Sentence start: "they continued."

Who?: Dad and Tina

Did what?: continued to read

Where?: about koalas

Using the information from the answers above make another sentence expanding on the information given. Write neatly in cursive, leaving spaces between words.

Sentence: Dad and Tina continued to read about koalas.

NAME: \_\_\_\_\_ 10.1 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Answer the questions below using complete sentences. Write neatly in cursive, leaving spaces between words.

1. What is the most likely reason Tisha's mom felt it was important to find a WWII museum in Perth?

Tisha's mom wanted to find a WWII museum because she heard stories about WWII from grandpa's stories.

2. What other sites did Tisha and her family explore? Why were these sites on their list of exploring?

They explored Yanchep National Park and the Crystal Cave. They wanted to explore the fun city and there was so much to see.

NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

### Word Matrix with Affixes *anti-* and *in-*

Use the Word Matrix Chart to create new words. Use base words from previous lessons or base word suggestions from your teacher. Write the words you create on the line below. Then create a sentence using the new word. Write neatly in cursive.

| Prefix | Base Words |
|--------|------------|
| anti-  |            |
| in-    |            |

1. antihero

Sentence: Answers may vary.

2. invisible

Sentence: Answers may vary.

3. inactive

Sentence: Answers may vary.

NAME: \_\_\_\_\_ 11.2 Activity Page  
DATE: \_\_\_\_\_

### Sentence Expansion

Look at the sentence from the Reader and answer the questions about the sentence using information from the Reader. Write neatly in cursive, leaving spaces between words.

Sentence start: "They also had fun looking at old shipwrecks."

Who?: Tisha and Darrius

Did what?: had fun looking at old shipwrecks

Where?: at the museum

Using the information from the answers above make another sentence expanding on the information given. Write neatly in cursive, leaving spaces between words.

Sentence: Tisha and Darrius had fun looking at old shipwrecks at the museum.

NAME: \_\_\_\_\_ 12.1 Activity Page  
DATE: \_\_\_\_\_

### Practice with Affixes

Fill in the blanks below using the words from the Word Bank. Be sure to read the sentence carefully to decide which word matches the sentence. Write the words neatly in cursive.

|              |            |         |
|--------------|------------|---------|
| proactive    | proclaimed | prolong |
| antidote     | antifreeze | inhabit |
| inconclusive | prohibited |         |

- The king proclaimed that there would be a ball for everyone to attend that night.
- The referee had to prolong the game due to all the weather delays.
- Before winter comes, make sure to check that your car has antifreeze for the engine so it does not get too cold.
- Everett was proactive when he packed his backpack the night before school.

Foundational Skills B

33

NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Answer the question below using one of the *pro-* words in the words bank. Write neatly in cursive, leaving spaces between words.

|           |            |          |
|-----------|------------|----------|
| progress  | procession | programs |
| proposed  | propensity | promote  |
| prominent | professed  |          |

- Think of a time when you made a new friend. Share about your experience. How was it the same as Tisha's? How was it different?

*Answers may vary.*

Foundational Skills B

35

Take these two fragment sentences and convert them into complete sentences. Complete sentences need a noun (who/what) and a verb (in this case the verb is provided), along with correct capitalization and punctuation. Write neatly in cursive, leaving spaces between words.

- join soccer  
Answers may vary.
- made a friend  
Answers may vary.

36

Foundational Skills B

NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

### Make Words with Affixes: *pro-*, *in-*, *anti-*

Listen to each word your teacher recites, and write it on the line next to the number. Then, fill in each blank in the sentences below with the correct word. Write neatly in cursive.

- programs
- antifreeze
- inhibit
- property
- antibacterial

Fill in the blank of each sentence using the words from 1–5.

I began my new job as a mechanic working on cars. When I arrived at the car lot property, I walked in the garage and quickly got started. My manager told me about the weather getting cold so people needed antifreeze for their car engines. The antifreeze will help inhibit the engines from freezing up during the winter. I continued working on the engines and other programs. At the end of my work shift when I was done with all the programs I put some antibacterial soap on my hands to help clean up for the day.

Foundational Skills B

37

NAME: \_\_\_\_\_ 13.2 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

In this lesson we have discussed affixes. Circle the affix in each of the words in the Word Bank. Then create two sentences, each with one of the words from the Word Bank. Write neatly in cursive, leaving spaces between words.

|             |           |
|-------------|-----------|
| inspired    | progress  |
| interactive | inhabit   |
| protracted  | proposed  |
| promotion   | prominent |

Answers may vary.

Answers may vary.

Foundational Skills 8

39

What were two discoveries that Tisha made about Australia in, *The Other Side of the World*?

Answers may vary.

Look at the two simple sentences from the text. Combine them to make a compound sentence using a conjunction. Write neatly in cursive, leaving spaces between words.

She couldn't wait to play with the interactive science exhibits and learn all sorts of fun stuff.

Darrius was eager to check out the Sydney Observatory.

She couldn't wait to play with the interactive science exhibits and learn all sorts of fun stuff, while Darrius was eager to check out the Sydney Observatory.

40

Foundational Skills 8

NAME: \_\_\_\_\_ 14.1 Activity Page  
DATE: \_\_\_\_\_

### Roll, Flip, Read, Write

Listen as the teacher reads each word and its definition. Write the word and then use it in a sentence. Write neatly in cursive.

1. antisocial

Sentence: Answers may vary.

2. invalid

Sentence: Answers may vary.

3. proclaim

Sentence: Answers may vary.

Foundational Skills 8

1

NAME: \_\_\_\_\_ 14.3 Assessment  
DATE: \_\_\_\_\_

### Fluency Assessment Questions

Read each question and circle the correct answer.

1. Marco experienced a lot of new things on his trip with his family, which was **not** one of the experiences from Marco's trip?

- A. riding a big plane to reach their destination
- B. going on a boat around the city
- C. walking around a food festival in the city

2. What was the mysterious item that Marco found in his hoodie's pocket?

- A. Some food from the festival
- B. A picture of his family
- C. A postcard from his grandparents

3. After receiving the postcard from his grandparents, what does Marco plan to do tomorrow?

- A. Mail a letter
- B. Get on a plane
- C. Call his grandparents

Foundational Skills 8

45



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 15.1 Assessment

### Reading Assessment

Listen carefully to the words or abbreviations your teacher says, and then circle the correct word or abbreviation.

- |                 |            |             |             |
|-----------------|------------|-------------|-------------|
| 1. fainted      | traceable  | containment | constant    |
| 2. holiday      | holding    | hated       | hallway     |
| 3. booming      | beaming    | blaming     | blooming    |
| 4. raided       | reading    | reviewed    | rooted      |
| 5. mildew       | nothing    | necessary   | nephew      |
| 6. fluently     | flute      | flaunt      | fluidly     |
| 7. chewing      | chewy      | choosing    | shooing     |
| 8. cashews      | statues    | suitcases   | subdue      |
| 9. proceeded    | produced   | pours       | preceded    |
| 10. seashell    | antisocial | anything    | unsocial    |
| 11. intersected | internet   | entrance    | incorrectly |
| 12. in          | yd         | mi          | ft          |

Foundational Skills B

47

Write a synonym or similar word for the word you hear. Write neatly in cursive

13. *(possible answers: freezing, chilly, cool, etc...)*
14. *(possible answers: quick, swift, brisk, etc...)*

Write a set of homophones for the word you hear. Write neatly in cursive

15. *tail/tail*
16. *your/you're*

Circle the word that makes the most sense in the given sentence.

15. bear bare
16. board bored

Foundational Skills B

48

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 15.2 Assessment

### Spelling Assessment

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

- detailed*
- delaying*
- goodness*
- maintain*
- witch*
- which*
- stare*
- unscoping*
- hoodies*
- renewed*
- unsuitable*

Foundational Skills B

49

12. *avenue*
13. *hr*

Sentence

*Koalas inhabit wide lands of Australia and pursue leisurely activities.*

Foundational Skills B

50

NAME: \_\_\_\_\_ PP.1 Activity Page  
DATE: \_\_\_\_\_

### Moon Shot

Write the words you hear neatly in cursive.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.

Foundational Skills 8

17

NAME: \_\_\_\_\_ PP.2 Activity Page  
DATE: \_\_\_\_\_

### Roll, Flip, Read, Write

Write each word that you flip in the game neatly in cursive.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.

Foundational Skills 8

17

NAME: \_\_\_\_\_ PP.3 Activity Page  
DATE: \_\_\_\_\_

### Mix and Mingle

Create new words using the prefixes *dis-* or *mis-* and the base words on your Mix and Mingle cards. Check your spelling carefully! Write each word neatly in cursive.

1. prolong
2. proclaim
3. proponent
4. preorder
5. preheat
6. prearrange
7. misbehave
8. mismatch
9. misplace

Foundational Skills 8

17

Choose two new words from above and use each in a sentence.

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

18

Foundational Skills 8

# Overview of the Grade 3 Skills Program

## THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading. Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ( $D > 0$ ) and you also have some language comprehension ability ( $C > 0$ ), you will probably also have some reading comprehension ability ( $R > 0$ ). How much reading comprehension ability you have will depend on the exact values of  $D$  and  $C$ .

What does it mean to have no decoding ability ( $D = 0$ )? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ( $C = 0$ )? It means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ( $D > 0$ ) but not language comprehension ability ( $C = 0$ ). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ( $D > 0$ ), but they would have scored a zero on any measure of language comprehension ( $C = 0$ ). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ( $D = 0$ ). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ( $C > 0$ ). Between Milton and his daughters, you might say, there was reading comprehension ( $R$ ), but the younger generation brought the decoding skills ( $D$ ) and the elderly poet brought the language comprehension ( $C$ ).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) during a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills ( $D > 0$ ), but you would be lacking language comprehension ( $C = 0$ ). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

## HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children throughout Grades K–3. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–3.

That is not the case with language comprehension ability. It will take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, thus increasing the range of materials they are equipped to understand, first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through

frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students’ progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in the second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent, while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children’s listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English, this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

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## **TWO MISCONCEPTIONS ABOUT READING AND WRITING**

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time, it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

Learning to read and write is natural.

Learning to read and write is easy.

Both ideas have great emotional appeal. Unfortunately, both are wrong.

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## **LEARNING TO READ AND WRITE IS NOT NATURAL**

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken but not written or read.

Ten thousand years ago this was the norm rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves that the word artificial derives from the word art. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

## LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one-to-one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. To read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all the discrete bits of information a person needs to know to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare 'B' to 'b,' 'D' to 'd,' 'H' to 'h,' 'R' to 'r,' and 'Q' to 'q.' At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So, we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there was a simple one-to-one relationship between letters and sounds, that might be a good estimate of the code's complexity. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many ways. In our work on this program, we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that many letters in English can be pronounced in different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e,' and realize it controls the pronunciation of the 'a' earlier.

Even without these additions, the English writing system is quite complicated.



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## THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for leaving many children behind. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children, a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

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## KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program includes explicit, systematic phonics instruction in which students are taught target skills needed to independently decode and encode words. This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.

- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences they have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings, preferring to have students learn to read and write with regular words that can be blended and spelled by the letter-sound correspondences taught.
- High-frequency words compiled from a research-based list for Grade 3 are also taught as they appear in the Unit Readers. They are revisited frequently to build automaticity and fluency.
- This program avoids letter names because what is important for reading is not the letter name but the sound value the letter stands for. To read the word cat, it is essential to know /k/ /a/ /t/, not “see aay tee.”

## THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 3. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the basic code for each of the 44 phonemes. The basic code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, and 'm' > /m/. Basic code spellings may also include digraphs, or two letters to represent a sound, such as ee > /ee/, oy > /oi/, ou > /ow/, sh > /sh/, and th > /th/. Other basic code spellings include separated digraphs, such as a\_e > /ae/, and o\_e > /oe/.

The advanced code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, ss > /s/, 'c' > /s/, g > /j/, ay > /ae/, and ey > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the charts provided for the basic and advanced code.

| Basic and Advanced Code: Consonants |                     |                                          |                                                              |
|-------------------------------------|---------------------|------------------------------------------|--------------------------------------------------------------|
| Phoneme                             | Basic code spelling | Advanced Code Spelling                   | Example Words                                                |
| /b/                                 | 'b'                 | bb                                       | bat, ebb                                                     |
| /ch/                                | 'ch'                | tch, t                                   | chop, watch, future                                          |
| /d/                                 | 'd'                 | dd, ed                                   | mad, rudder, played                                          |
| /f/                                 | 'f'                 | ff, ph, gh                               | fox, stuff, phone, rough                                     |
| /g/                                 | 'g'                 | gg, gu, gh, gue                          | get, egg, guess, ghost, vague                                |
| /h/                                 | 'h'                 | wh                                       | hat, who                                                     |
| /j/                                 | 'j'                 | 'g,' dge, dg, ge, d                      | jump, giant, judge, judging, barge, education                |
| /k/                                 | 'c,' 'k'            | 'ck,' 'cc,' 'ch'                         | cat, kit, rock, raccoon, school                              |
| /l/                                 | 'l'                 | ll                                       | lip, bell                                                    |
| /m/                                 | 'm'                 | mm, mn, mb                               | mat, hammer, hymn, lamb                                      |
| /n/                                 | 'n'                 | nn, kn, gn                               | net, runner, knot, gnat                                      |
| /ng/                                | 'ng'                | 'n'                                      | thing, think                                                 |
| /p/                                 | 'p'                 | pp                                       | pit, pepper                                                  |
| /qu/                                | 'qu'                |                                          | quit                                                         |
| /r/                                 | 'r'                 | rr, wr, rh                               | red, squirrel, wrong, rhombus                                |
| /s/                                 | 's'                 | ss, 'c', sc, st, ce, se                  | sit, dress, city, science, whistle, prince, rinse            |
| /sh/                                | 'sh'                | 'ss,' 's,' 'ch,' 'ssi,' 'si,' 'ti,' 'ci' | ship, assure, sure, chef, session, tension, Martian, Grecian |
| /t/                                 | 't'                 | tt, ed, bt                               | top, mitt, walked, doubt                                     |
| /th/                                | 'th'                |                                          | thin                                                         |
| /th/                                | 'th'                | the                                      | them, bathe                                                  |
| /v/                                 | 'v'                 | ve                                       | vet, valve                                                   |
| /w/                                 | 'w'                 | wh                                       | wet, when                                                    |
| /x/                                 | 'x'                 |                                          | tax                                                          |
| /y/                                 | 'y'                 |                                          | yes                                                          |
| /z/                                 | 'z'                 | zz                                       | zip, buzz                                                    |
| /zh/                                | (none)              | ge, 'j,' 's'                             | garage, Jacques, treasure                                    |

| Basic and Advanced Code: Vowels |                     |                                            |                                                                       |
|---------------------------------|---------------------|--------------------------------------------|-----------------------------------------------------------------------|
| Phoneme                         | Basic code spelling | Advanced Code Spelling                     | Example Words                                                         |
| /a/                             | 'a'                 |                                            | cat                                                                   |
| /ae/                            | a_e                 | 'a,' ai, ay, ei, ey, eigh, ea, aigh        | date, baby, rain, tray, vein, prey, eight, steak, straight            |
| /ar/                            | ar                  |                                            | arm                                                                   |
| /aw/                            | aw                  | au, ough, augh, al                         | paw, pause, ought, naughty, wall                                      |
| /e/                             | 'e'                 | ea, ai, ay, 'a,' ie                        | bed, head, said, says, many, friend                                   |
| /ee/                            | ee                  | 'e,' ea, 'y,' e_e, ey, ie, 'i,' ei         | bee, me, meat, bunny, scene, key, chief, variation, receive           |
| /er/                            | er                  | ir, ur, or, ar, ear, urr, our              | her, fir, fur, work, dollar, earth, hurry, courage                    |
| /i/                             | 'i'                 | 'y,' ui, i_e                               | sit, gym, build, give                                                 |
| /ie/                            | i_e                 | 'i,' igh, ie, 'y,' y_e, ye, uy             | fine, find, high, pie, my, style, bye, guy                            |
| /o/                             | 'o'                 | 'a,' wa                                    | hot, lava, water                                                      |
| /oe/                            | o_e                 | 'o,' oe, ow, oa                            | rope, no, toe, snow, boat                                             |
| /oi/                            | oi                  | oy                                         | oil, boy                                                              |
| /oo/                            | oo                  | o_e, 'u,' u_e, ue, ew, 'o,' ou, ui, eu, oe | soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe |
| /oo/                            | oo                  | 'u,' oul                                   | wood, put, could                                                      |
| /ou/                            | ou                  | ow, ough                                   | out, now, bough                                                       |
| /or/                            | or                  | ore, our, oor, oar, ar                     | for, bore, four, door, soar, award                                    |
| /u/                             | 'u'                 | 'o,' ou, o_e, 'e'                          | but, among, touch, come, the                                          |
| /ue/                            | u_e                 | 'u,' ue, ew                                | cute, pupil, hue, few                                                 |
| /ə/                             | 'a'                 | 'e'                                        | about, debate                                                         |
| /ə/ + /l/                       | al                  | le, el, ul, il                             | animal, apple, travel, awful, pencil                                  |

## TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e,’ as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters *ai* are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. You will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide generally suggests you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read Tricky Word that way yourself. Then you can point out how the word is pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the *ai* in *said*). This is the part of the word that students just must remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled as you would expect and pronounced as expected. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that must be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

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## SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term sight word in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term sight word in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.

| Tricky Words                  | Overlap                           | Sight Words                                    |
|-------------------------------|-----------------------------------|------------------------------------------------|
| colonel, aisle, Aarol, ballet | of, to, once, one, was, who, said | in, it, at, on, if, then, this, did, and, with |

The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and as Tricky Words because they are not pronounced (or written) as you would expect. These are irregular words (and therefore hard to read and write, at least first) and very common (and important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in the materials—but you probably do not need to give these words special attention, and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

## SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term sight word in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

The program does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that the program is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's "Instant Word" list. Fry's list is divided into groups of 100. For illustration purposes, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

## **HIGH-FREQUENCY WORDS**

In addition to addressing Tricky Words and tricky spellings, this program emphasizes the reading and spelling of high-frequency words carefully selected from word lists compiled by researchers Edward William Dolch and Edward Fry. These lists are instrumental in aiding students, particularly young learners, to become more proficient readers by focusing on words that frequently appear in English reading materials.

Specifically for grade 3 students, the lists include 132 words, of which this program provides explicit instruction for 98. These words are selected based on their prevalence across various unit Readers, ensuring instruction is both relevant and practical. Instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Readers.

The program encourages students to identify and recall previously taught high-frequency words to reinforce learning, thereby gradually expanding their lexicon through repeated exposure. This strategic approach ensures that students learn to recognize and use these essential words and improve their reading fluency and comprehension.

The process for determining which high-frequency words to teach and the timing of their introduction is structured and integral to the curriculum, designed to optimize comprehension and retention. Each unit focuses on 8–12 high-frequency words. These words are carefully selected based on their relevance as content words central to the unit's Reader and their frequent usage throughout the Reader. To facilitate learning, these words are introduced by sounding them out and employing Spelling Cards, which aid in decoding.

As the unit progresses, the high-frequency words highlighted in the Reading section of each lesson are consistently reviewed, ensuring recognition and understanding of these words both in and out of context. To reinforce learning and maintain engagement, focused high-frequency word decode/encode games found in the Reading section are incorporated every few days, strategically reviewing one-third of the previously encountered words to reinforce retention.



To further consolidate learning, a final high-frequency word game that reviews all the words introduced in the unit is played at designated Pausing Points, ensuring multiple opportunities to interact with and master these words. Additionally, fluency checkpoints are conducted to monitor progress in automaticity and fluency, essential components of reading proficiency. This comprehensive approach ensures that students are not only exposed to high-frequency words but also engage with them in a variety of contexts, enhancing reading skills and confidence.

| Unit | High-Frequency Word Scope and Sequence                                                |
|------|---------------------------------------------------------------------------------------|
| 1    | night, about, tree, story, thought, every, began, hard, important, river, small, near |
| 2    | talk, walk, head, eyes, book, being, run, drink, long, much, keep, group              |
| 3    | grow, better, become, open, food, carry, clean, feet, while                           |
| 4    | always, sometimes, something, idea, fall, never, draw, paper, last, today             |
| 5    | hear, saw, close, those, stop, got, might, light, white, warm                         |
| 6    | earth, life, high, done, far, mountains, together, often, under                       |
| 7    | real, hurt, begin, both, start, above, once, example                                  |
| 8    | side, country, city, try, sea, took, kind, without, family                            |
| 9    | father, own, open, along, plant, last, only, young, few                               |
| 10   | eight, school, enough, show, watch, song, almost, list                                |

## CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term digraph, or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.



For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

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## **SMALL-GROUP WORK**

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons that will guide you in how to differentiate instruction for your students, while still using the whole-class approach described in the lessons.

Since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt to these and other lessons as they best meet the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

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## **ADJUSTING THE SPEED OF INSTRUCTION**

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to accelerate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 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

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### UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: *wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear* (hear/wear), *eer, ore, ere* (here/there), *air, are*
- read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words *baobab, desert, drought, encouragement, flooded, neighbors, pirates, solution, and tortoise*
- read and spell the high-frequency words *night, about, tree, story, thought, every, began, hard, important, river, small and near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

### UNIT 2

- read and spell words that follow a VCV syllable division pattern
- read and spell multisyllabic words with open syllables
- identify the meaning of and use words with the *-clocked* and *-ing* affixes
- read and spell the Tricky Words *engine, curious, dangerous, leopard, camouflage, territorial, favorite, and success*
- read and spell the high-frequency words *talk, head, eyes, book, being, run, drink, long, much, keep, and going*
- increase accuracy, fluency, and expression

- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

### UNIT 3

- read and spell multisyllabic words with VCe syllables
- read and spell words with suffixes that change the base word by dropping final 'e'
- read and spell the Tricky Words *building, muscles, blood, soldiers, bacteria, sugar, pressure, tissue, and intestines*
- read and spell the high-frequency words *grow, better, next, open, food, carry, clean, feet, and while*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

### UNIT 4

- read and spell multisyllabic words with vowel teams
- read and spell words with prefixes
- identify the meaning of and use words with the *un-*, *pre-*, *re-*, *dis-*, and *mis-* prefixes
- read and spell words with suffixes that change the base word by dropping final 'e'
- Identify the meaning of words with the *-ist*, *-ian*, and *-al* suffixes
- identify, use, spell, and explain the meaning of homophones
- read and spell the Tricky Words *adventure, lifeguard, delicious, and library*
- read and spell the high-frequency words *always, sometimes, something, idea, fall, never, draw, paper, last, and today*

- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 5

- read and spell multisyllabic words with r-controlled syllables
- read words with the sound-spelling pattern *en*
- read and spell VCCCV words using syllable division patterns
- read and spell multisyllabic words with suffixes *-ous*, *-ly*, *-ive*, and *-y*
- read and spell the Tricky Words *carousel*, *figure*, *guitar*, *silhouette*, and *sorry*
- read and spell the high-frequency words *hear*, *saw*, *close*, *those*, *stop*, *got*, *might*, *light*, *white*, and *warm*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 6

- read and spell contractions with *not*, *is*, *are*, *will*, and *had*
- read multisyllabic words with final stable syllables *-ble*, *-dle*, *-gle*, *-sle*, *-zle*, *-ple*, *-cle*, *-kle*, and *-ckle*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify how suffixes change the meaning of words

- read and spell the Tricky Words *through, thought, spaghetti, laughed, beautiful, journeys, diamond, suggested, and knowledge*
- read and spell the high-frequency words *earth, life, high, done, far, mountains, together, often, and under*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 7

- read and spell multisyllabic words with diphthongs
- spell homophones
- spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- identify, use, and explain the meaning of homophones and homographs
- read and spell the Tricky Words *accidental, accidents, ancient, breathe, patient, patrolling, technician, temperature, and unusual*
- read and spell the high-frequency words *real, hurt, begin, both, start, above, once, and example*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

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## UNIT 8

- identify, use, spell, and explain the meaning of homophones
- read and spell multisyllabic words with vowel teams *ai*, *ay*, *oo*, *ew*, *ue*, and *ui*
- read and spell *abbreviations*
- read and spell words with prefixes *anti-*, *in-*, and *pro-*
- read and spell the Tricky Words *algae*, *Australia*, *culture*, *marsupial*, *Melbourne*, *penguin*, *sanctuary*, and *structure*
- read and spell the high-frequency words *side*, *country*, *city*, *try*, *sea*, *took*, *kind*, *without*, and *family*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

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## UNIT 9

- identify and explain synonyms and antonyms
- read and spell words with affixes *im-*, *non-*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *non-* (not), and *-ful* (full of) affixes
- read and spell multisyllabic words with the sound-spelling patterns for soft 'g' and soft 'c'
- read and spell multisyllabic words with digraphs *kn*, *wr*, and *mb*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, spell, and explain the meaning of homophones
- identify, use, and explain the meaning of homographs
- alphabetize a series of words to the third letter
- read and spell the Tricky Words *Williamsburg*, *Virginia*, *Massachusetts*, *immediately*, and *gone*
- read and spell the high-frequency words *father*, *own*, *open*, *along*, *plant*, *last*, *only*, *young*, and *few*

- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period

## UNIT 10

- read and spell multisyllabic words with the sound-spelling patterns 'eigh' and 'ough'
- read multisyllabic words with final stable syllables *-ble*, *-tle*, and *-gle*
- read abbreviations
- read and spell compound words
- read and spell words with affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms
- read and spell the Tricky Words *brilliant*, *journey*, *technique*, *rhythm*, *language*, *distinguishing*, *doubting*, *conquer*, *natural*, *rhythms*, *annual*, and *stomach*
- read and spell the high-frequency words *eight*, *school*, *enough*, *show*, *watch*, *song*, *almost*, and *list*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period



## Appendix C:

# Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one syllable word with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten (*nn* > /n/, *mm* > /m/, *tt* > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stom·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.

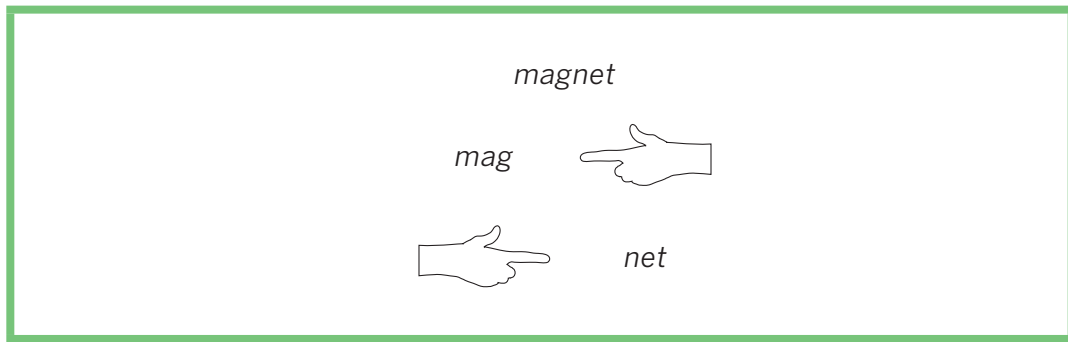
Two closed syllables in a word are divided as follows:

- 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:

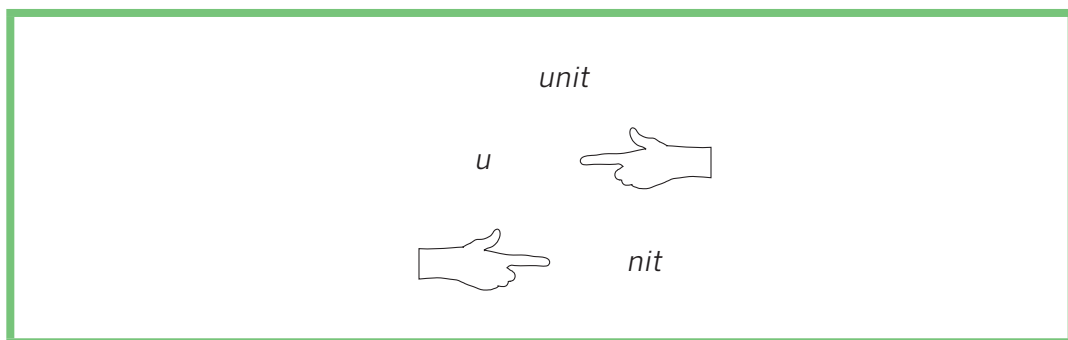


- In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.
- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:  
*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:

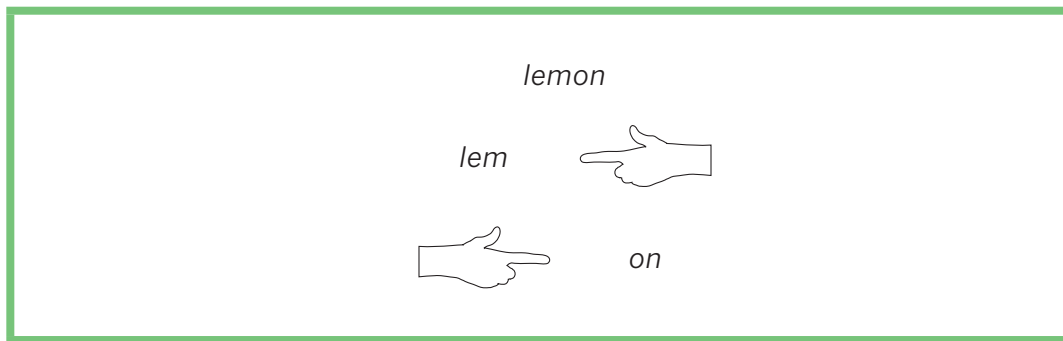
*pu · pil      vi · rus      mo · ment*



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:

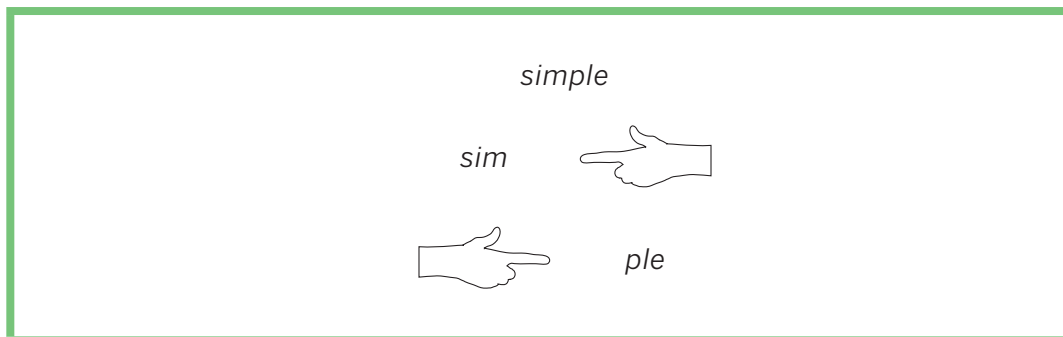
*cam · el      mel · on      pun · ish*



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*      *tri · cycle*      *re · peat*      *self · ish*      *sad · ness*      *help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

### Foundational Skills 8

### 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. 11, p. 17, p. 21, p. 43, p. 46, p. 51, p. 55, p. 67, p. 71, p. 75, p. 79, p. 83, p. 87, p. 99, p. 103                                               |
| TEKS 3.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                                       | p. 33, p. 35, p. 43, p. 45, p. 51, p. 53, p. 91, p. 95, p. 107, p. 112, p. 117, p. 120                                                                       |
| TEKS 3.1.C                                                                                                                                                                                                                                                                                                                          | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively         | p. 25, p. 29, p. 33, p. 38, p. 59, p. 62, p. 91, p. 95, p. 107, p. 112, p. 117, p. 121                                                                       |
| TEKS 3.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                                  | p. 7, p. 9, p. 17, p. 19, p. 25, p. 27, p. 83, p. 85, p. 107, p. 109, p. 117, p. 120                                                                         |
| TEKS 3.1.E                                                                                                                                                                                                                                                                                                                          | develop social communication such as conversing politely in all situations                                                                                                             | p. 117, p. 120                                                                                                                                               |
| (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 phonological awareness by:                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                              |
| TEKS 3.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding multisyllabic words with multiple sound-spelling                                                                                                                              |                                                                                                                                                              |
| TEKS 3.2.A.ii                                                                                                                                                                                                                                                                                                                       | patterns such as eigh, ough, and en;                                                                                                                                                   | p. 33, p. 35, p. 37, p. 43, p. 45, p. 46, p. 51, p. 53, p. 55, p. 59, p. 61, p. 62, p. 67, p. 69, p. 71, p. 75, p. 77, p. 79, p. 117, p. 120, p. 125, p. 128 |
| TEKS 3.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | p. 83, p. 85, p. 87, p. 125, p. 128                                                                                                                          |
| TEKS 3.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;                                                                          |                                                                                                                                                              |
| TEKS 3.2.A.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of prefixes;                                                                                                                                            | p. 91, p. 93, p. 95, p. 99, p. 101, p. 103, p. 107, p. 109, p. 112, p. 117, p. 120, p. 125, p. 128                                                           |
| 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. 11, p. 17, p. 21, p. 25, p. 29, p. 33, p. 37, p. 43, p. 51, p. 55, p. 67, p. 71, p. 75, p. 79, p. 107, p. 112                                       |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                        |                                                                                                                                                              |
| TEKS 3.2.B.i                                                                                                                                                                                                                                                                                                                        | spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | p. 33, p. 35, p. 43, p. 45, p. 51, p. 53, p. 59, p. 61, p. 67, p. 69, p. 75, p. 77, p. 117, p. 120, p. 125, p. 128                                           |
| TEKS 3.2.B.ii                                                                                                                                                                                                                                                                                                                       | spelling homophones;                                                                                                                                                                   | p. 7, p. 9, p. 17, p. 19, p. 25, p. 27, p. 75, p. 117, p. 120, p. 125, p. 128                                                                                |
| TEKS 3.2.B.iii                                                                                                                                                                                                                                                                                                                      | spelling compound words, contractions, and abbreviations;                                                                                                                              | p. 83, p. 87, p. 125, p. 128                                                                                                                                 |
| 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;                                                                                             |                                                                                                                                                              |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

### Foundational Skills 8

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                              |                                                                                                                                                                |                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.B.vi                                                                                                                                                                                                                | spelling words using knowledge of prefixes; and                                                                                                                | p. 91, p. 93, p. 99, p. 101, p. 107, p. 109, p. 117, p. 120, p. 125, p. 128                                                                                                                                            |
| 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. 19                                                                                                                                                                                                                  |
| 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. 25, p. 27, p. 33, p. 35, p. 43, p. 45, p. 51, p. 53, p. 59, p. 61, p. 67, p. 69, p. 75, p. 77, p. 83, p. 91, p. 93, p. 99, p. 101, p. 103, p. 107, p. 109, p. 117, p. 120, p. 125, p. 128 |
| (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. 9, p. 17, p. 21, p. 25, p. 29, p. 33, p. 38, p. 51, p. 55, p. 75, p. 79                                                                                                                                       |
| TEKS 3.3.B                                                                                                                                                                                                                   | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;                                              | p. 7, p. 11, p. 17, p. 21, p. 25, p. 29, p. 33, p. 38, p. 43, p. 46, p. 51, p. 55, p. 59, p. 62, p. 67, p. 71, p. 75, p. 79, p. 83, p. 87, p. 99, p. 103, p. 107                                                       |
| 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. 91, p. 93, p. 95, p. 99, p. 101, p. 103, p. 107, p. 109, p. 112, p. 117, p. 120, p. 125, p. 128                                                                                                                     |
| TEKS 3.3.D                                                                                                                                                                                                                   | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.                                                    | p. 21, p. 27, p. 29, p. 117, p. 120, p. 125, p. 128                                                                                                                                                                    |
| (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. 59, p. 62, p. 91, p. 95, p. 117, p. 121                                                                                                                                                                             |
| (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. 117, p. 120, p. 125, p. 130                                                                                                                                                                                         |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

### Foundational Skills 8

### Correlation—Teacher's Guide

1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                 |                                          |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English;                                                                                                                                                          |                                          |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources;                                                                                                                          |                                          |
| 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. 70                                    |
| 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. 14, p. 38, p. 45, p. 54, p. 62, p. 73 |
| 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;                                   | p. 23, p. 49, p. 58, p. 81, p. 97        |
| 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. 45, p. 62 |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;      |              |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;                      |              |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;                                | p. 86        |
| 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; |              |



## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

| Foundational Skills 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                   | Correlation—Teacher’s Guide                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 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. 38, p. 73, p. 81, p. 103, p. 130 |
| 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. 93, p. 101, p. 110                      |
| 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; | p. 9, p. 20                                |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;                                                                                                                                                                            | p. 77, p. 93, p. 101, p. 110               |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;                                                                                                                                                                                                              | p. 86                                      |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | share information in cooperative learning interactions;                                                                                                                                                                                                                                                                                           |                                            |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;                                       |                                            |
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;                                                                                                                                            | p. 23, p. 49, p. 58, p. 81, p. 97          |
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | narrate, describe, and explain with increasing specificity and detail as more English is acquired;                                                                                                                                                                                                                                                | p. 86                                      |
| 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.                                                                                                                                                                                   |                                            |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

|          |                                                                                                                                                                                                                                                                                                    |                                                          |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;                                                         | p. 93, p. 101, p. 110                                    |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom;                                                                                                                                                                                                               |                                                          |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;                                                                                                                    | p. 36                                                    |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;                                                                                                                |                                                          |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;                                                                                                                                                            |                                                          |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;       | p. 27                                                    |
| 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. 14, p. 31, p. 38, p. 63, p. 73, p. 88, p. 103, p. 114 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods;                                                                                                                                                                                                                           | p. 121, p. 130                                           |
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;  | p. 23, p. 31, p. 45, p. 49, p. 58, p. 62, p. 81, p. 97   |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and | p. 23, p. 49, p. 54, p. 58, p. 81, p. 97                 |
| 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.                                                                           | p. 23, p. 49, p. 58, p. 81, p. 97                        |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

(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;                                                                                                                                                                                                                   |                       |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;                                                                                                                                             | p. 93, p. 101, p. 110 |
| 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.                                                                                                                                                                | p. 54                 |

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