

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 9

# Teacher Guide

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EDITION 1

Grade 3

# **Foundational Skills 9**

## **Teacher Guide**

Acknowledgement:

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

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

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# Introduction

## UNIT 9 OVERVIEW

This unit reviews several skills introduced in earlier units, focusing largely on the nuances in language that can change the meaning of a text. It begins by reviewing synonyms and antonyms, which helps students to understand not just the literal meaning of words but also the connotations and subtle differences in meaning.

Similarly, the instruction on homophones and homographs develops accurate listening and reading skills, as they help students recognize and understand words that may be confusing due to their similar sounds or spellings. While homophones were taught in several previous units, Unit 9 introduces new pairs, such as *bass–base*, *cell–sell*, *scent–cent*, *die–dye*, *hair–hare*, and *red–read*.

Additionally, students review the suffix *–ful*, first taught in Unit 6, and add the prefixes *im–* and *non–* to their understanding of morphology. Affixes modify the meanings of base words; this knowledge is fundamental in word formation and vocabulary expansion, allowing for more precise language use and better comprehension of complex texts.

This unit also introduces the digraphs *gn*, *kn*, and *wr*. These digraphs are unique because they represent sounds where the first letter is silent. Understanding these digraphs enhances phonetic awareness, enabling students to recognize and interpret these unconventional sound patterns. Students are provided with several words that start with these digraphs, which allows them to practice alphabetizing words to the third letter. Building on their advanced code knowledge, students learn when to pronounce the soft form of ‘c,’ as in *cent*, and ‘g,’ as in *gem*.

Unit 9 reviews several spelling rules as well. Through multimodal activities, students practice forming new words by adding suffixes, keeping or dropping the silent ‘e,’ and doubling final consonants.

## 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 9, instruction focuses on final syllables, and students will learn how to decode, encode, and syllabicate words with these commonly used final stable syllables.

## TRICKY WORDS & HIGH-FREQUENCY WORDS

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

The Tricky Words taught in this unit are:

- Lesson 1 – *Williamsburg, Virginia*
- Lesson 3 – *Massachusetts, immediately*
- Lesson 6 – *militia*
- Lesson 7 – *gone*

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

The high-frequency words taught in this unit are:

- Lesson 1 – *father, own*
- Lesson 3 – *open, few*
- Lesson 5 – *along, plant, last*
- Lesson 7 – *only, young*

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## READER: GEORGE MEETS MR. HENRY

The Unit 9 Reader is historical fiction and tells the story of young George, living in Williamsburg in 1775, who spends his days doing chores and running errands. Amidst his daily activities, he overhears townspeople discussing the growing unrest against British rule, particularly about taxation without representation and laws imposed by England. George encounters Patrick Henry, who is struggling to prepare a speech to rally support for colonial independence. Inspired by George's simple perspective, Henry delivers his famous "Give me liberty or give me death!" speech, which becomes a rallying cry for the American Revolution. The story highlights the impact of these historical events on the lives of ordinary people, especially youth like George, during a critical moment in American history.

**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.

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## UNIT 9 ASSESSMENT

### Formative Assessments and Additional Support

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

### 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.

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## **PAUSING POINT**

An extensive listing of additional activities to teach and practice Unit 9 skills can be found in the Pausing Point section included after the last lesson. It is strongly recommended that you pause for one day and provide targeted review for individuals or groups of students in any areas in which they had significant gaps on the end-of-unit assessment. All students will benefit from an additional opportunity to reread pages from the decodable student Readers. It is particularly important to make use of targeted activities if the end-of-unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit. In the Pausing Point, activity pages are provided. You may wish to reproduce the handwriting pages and use them for morning or seat work.

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## **FLUENCY SUPPLEMENT**

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

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

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## **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 9
- 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

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### **ADDITIONAL MATERIALS NEEDED IN UNIT 9**

Some additional materials (most typically available in Grade 3 classrooms) are needed for specific lessons of Unit 9. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here.

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

- digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the program's online materials. (1)
- thesaurus (1)
- dictionary (3)
- index cards (3)
- ball (soft) (6)
- dry erase markers (9)
- craft sticks (13)
- stopwatch or timer (14)
- recreational reading options (14)
- colored pencils (15)




## 1

## IDENTIFY AND EXPLAIN

## Synonyms

## PRIMARY FOCUS OF LESSON

## Foundational Skills


-  Students will speak coherently about the meaning of synonyms. **TEKS 3.1.C**


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

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

## Reading

Students will read Chapter 1 of *George Meets Mr. Henry* and will listen actively to


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

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

Students will read and pronounce the Tricky Words *Williamsburg* and *Virginia* and high-frequency words *father* and *own*.

-  **TEKS 3.2.A.vii**

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

-  and pronunciation. **TEKS 3.3.A**


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


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


## FORMATIVE ASSESSMENT

## Activity Page 1.1

## Sentence Changers

-  **TEKS 3.2.D; TEKS 3.3.A;**

-  **TEKS 3.3.B; TEKS 3.3.D**

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Synonyms	Whole Group	5 min.	
Practice with Sentence Changers	Small Group or Independent	10 min.	<input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Activity Page 1.1 (Digital Components) <input type="checkbox"/> thesaurus (optional)
<b>Reading</b>			
Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 1–10) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	

## ADVANCE PREPARATION

### Foundational Skills

#### > Digital Component 1.1

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

### Reading

- Preview the section of the Reader that will be read during this lesson. Consider using sticky notes to mark this section to easily find vocabulary terms: *aroma*, *colony*, *errands*, *heated*, *inn*, and *root cellar*. Display vocabulary on the board for students to decode.
- Note that this text is historical fiction. Consider having students preview or read the Author’s Note at the end for additional context prior to beginning the text.

### Universal Access

- Prepare copies of the Reader to provide support for students as needed.

## Support

Thumbs-Up/Thumbs-Down: Provide students with sets of words. If the words are synonyms, have students give a thumbs-up. If the words are not synonyms, have them give a thumbs-down.

- open–close (*thumbs-down*)
- tall–long (*thumbs-up*)
  - colorful–vibrant (*thumbs-up*)
  - dull–boring (*thumbs-up*)

## Lesson 1: Identify and Explain Synonyms

## Foundational Skills

15M

**Primary Focus:** Students will speak coherently about the meaning of synonyms **TEKS 3.1.C**

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

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

## REVIEW SYNONYMS (5 MIN.)

- Write the word *synonym* on the board. Ask for a volunteer to read it. Have students turn and talk to a partner about what they know of its meaning. Ask: “What do you recall about synonyms?” and allow students to share their responses.
- Provide students with a definition for the word *synonym* (“a word that has the same or nearly the same meaning as another word”).
- Ask: “Would the words happy and joyful be considered a synonym pair?” (Yes. *Encourage students to explain why these words are synonyms.*) “What about the words joyful and nervous?” (No. *Encourage students to explain why these words are not synonyms.*)
- Together, speak coherently and brainstorm common synonym pairs, such as
  - *calm–quiet*
  - *hurt–injure*
  - *grateful–thankful*
- Record student suggestions.
- Invite students to pantomime/act out the meaning of each word.

## PRACTICE WITH SENTENCE CHANGERS (10 MIN.)

- Ask students to turn to Activity Page 1.1 while you display the digital component.

## ➤ Digital Component 1.1

**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.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.

## Activity Page 1.1





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask simple questions: “Are *hot* and *burn* synonyms? Are *small* and *humongous* synonyms?” Encourage students to listen to the questions carefully and then respond using the sentence frame: [Yes/No,] *hot* and *burn*[are/are not] synonyms.

#### Intermediate

Ask students to provide a synonym for: *hot* and *humongous*. Provide a sentence frame: “\_\_\_\_\_ and \_\_\_\_\_ are synonyms.”

#### Advanced/Advanced High

Ask students to provide two synonyms for *hot* and *humongous*. Have them write the words down in a sentence and then read their sentence aloud to a partner.

### ELPS 2.C; ELPS 1.E

## Challenge

Encourage students to compare and contrast the meanings of their sentences when using different synonyms.

- Point to the example at the top of the page and explain that the bolded words were replaced with synonyms to create a new sentence. The new sentence has nearly the same meaning because synonyms were used.
- Display this alternative sentence: *The plump feline devoured its delicious meal.*
- Ask students: “Which words were replaced with synonyms in this sentence?” (*fat, cat, ate, yummy, food*)
- Engage students in a discussion of when it might be appropriate to use more complex language and when simpler language will do. Guide students to see that complex sentences are not always better; simpler language can often provide more clarity.
- Select volunteers to help model the first sentence. Ask students to identify the synonym independently before replacing the bolded words. Replace each bolded word with a synonym and rewrite the sentence on the lines below it.
- Remind students that a thesaurus is a tool that can help us find words that have similar meanings, including synonyms. People often use thesauruses to help them think of different and interesting words to improve their writing.
- Model how to use a print or online thesaurus to look for synonyms.
  - Remind students that, like a dictionary, the words in a thesaurus are usually arranged in alphabetical order. Explain that sometimes thesauruses also include definitions.
  - Model using the guide words in a thesaurus to locate the words *fat, cat, ate, yummy, and food*, explaining that words are also usually listed by their base words in a thesaurus. As you locate each word, share the synonyms listed and discuss whether any of them work better than the words in the sentence: *The plump feline devoured its delicious meal.* Discuss whether any of the synonyms don’t work in the sentence. Ask students: “Do all synonyms for a word work exactly the same in a sentence?” (*No. They don’t all have the exact same meaning.*)
- Ask students to complete the remaining sentences with a partner or independently. Direct students to complete responses in cursive, leaving space between words. Write the following three sentences on the board in cursive:
  - It was a chilly day in the small town.
  - The calm child sat silently in the waiting room.
  - The rich man was very considerate.
  - The skinny tigers seemed to be hungry and in need of a shelter.

- Allow time for students to share one of their new sentences. Invite students to share their sentences with a partner. Ask students to explain why they chose a particular synonym. Circulate the room and provide immediate and corrective feedback about synonym usage. If you notice a student has used an incorrect synonym, help the student look the word up in a thesaurus or ask the student to explain what it means.



### Activity Page 1.1: Sentence Changers

Collect Activity Page 1.1 and assess students' ability to identify synonyms for use in the sentences. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 1: Identify and Explain Synonyms

# Reading

15M

**Primary Focus:** Students will read Chapter 1 of *George Meets Mr. Henry* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will read and pronounce the Tricky Words *Williamsburg* and *Virginia* and high-frequency words *father* and *own*.

**TEKS 3.2.A.vii**

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

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

### READ GEORGE MEETS MR. HENRY (10 MIN.)

- Explain that today, students begin their new Reader, *George Meets Mr. Henry*.
- Have students read "A Note to the Readers." Discuss why the author wrote this historical fiction story. (To give the readers a fun entertaining story. Even though the story is not all true, it does pull facts from past historical events so the readers can also learn from this story.)

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 3.3.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.

- Direct students to turn and talk: “What might the Reader be about based on the title, chapter titles, and illustrations?” (a guy named George with a lot of things to do around town. Ask students to use the sentence frame: “I think \_\_\_\_\_ because \_\_\_\_\_.”
- Explain that today, students will read Chapter 1, “Chores to Do, Errands to Run,” starting on page 1.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

**aroma, n.,** an odor or smell arising from spices, cooking, etc., especially a pleasant smell

Example: My neighbors were grilling hamburgers and the aroma smelled delicious.

**colony, n.,** a new land or settlement connected to a parent country

Example: The colony was growing in size as more people decided they wanted to live there.

**errands, n.,** short trips taken to collect or accomplish something

Example: My sister went to run errands for the groceries we needed.

**heated**

**1. v.,** excited or angry

Example: The crowd was heated when the referee made the call.

**2. adj.,** something that has been warmed up

Example: I love to ride in my uncle’s truck in the winter because it has heated seats.

**inn, n.,** a place providing accommodations, food, and drink, especially for travelers

Example: The travelers were glad to find an inn to sleep for the night.

**root cellar, n.,** an underground storage area where fruits and vegetables are stored

Example: The farmer went into the root cellar to collect a basket of vegetables.

## Sayings and Phrases

**Don’t go lollygagging** is a saying that means don’t waste time.

Example: “Don’t go lollygagging,” Mom warned as we hurried to catch the bus.

### Vocabulary Chart for “Chores to do, Errands to Run”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		colony errands aroma inn	
Multiple-Meaning Words	root cellar	heated	
Sayings and Phrases	don't go lollygagging		

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying “don’t go lollygagging.” 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 *heated* will be explored in depth during the close reading of the story.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thinking.
- Explain to students that *George Meets Mr. Henry* contains many high-frequency words. They will come across these common words often as they read, in both the Reader and in many different texts. Learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson’s high-frequency word: *father* and *own*
- Ask students: “Based on what you already know about the Reader, why do you think we might come across the words *father* often as we read *George Meets Mr. Henry*? (*George is a man, so he could be a father. Mr. Henry could also be a father.*)
- Focus on the word *father*. Underline the r-controlled syllable /er/. In Unit 5, we discussed different r-controlled syllables. Remind students that the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds to create unique vowel sounds like /er/.
- Focus on the word *own*. Write it on the board, and have students turn and talk about what they notice in the word *own*. (*It has an ‘ow’ at the beginning, but unlike the diphthong rule with /ou/ sound, it does not make that sound. It makes the /oe/ sound.*)

- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves saying it slowly and tapping your fingers at each sound: /oe/ /n/
- Remind students that most English words play by the rules, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules (i.e., words not pronounced and spelled as expected) are called “Tricky Words.”
- Display Tricky Words, read each word, and use it aloud in a sentence:
  - *Williamsburg*
  - *Virginia*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *Williamsburg* (Explain that the letters ‘ia’ are pronounced /y/, /u/.)
  - Tricky Word: *Virginia* (Explain that the letters ‘ia’ are pronounced /y/, /u/.)
- Explain that this text is historical fiction, which means that some events in the story are based on actual events from history and some parts are made up from the author’s imagination. Point out the Author’s Note at the end of the Reader. Explain that this is the part of the text that clarifies which parts of the story are true and which parts are fictional.
- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation. Then, assign students to read pages 1–10 aloud, either with a partner or independently.
- 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 do you know about the setting of this text? (*It takes place in a Virginia colony in Williamsburg.*)
  2. **Literal.** What is a synonym for the word aroma as used on page 2? (e.g. *odor, scent, smell, fragrance, etc.*)
  3. **Inferential.** What can the reader infer about what time of year it is in the story? (*It is likely getting close to springtime, as George has noticed that the days are getting warmer, but the mornings are still chilly.*)

## Reader



Pages 1–10





## Reading

### Reading Closely

#### Beginning

In pairs, have students look at the images in the Reader of *George Meets Mr. Henry* and discussing what they see using the sentence stems: “I notice that...” or “In this picture, I see...” Ask simple questions: Who is in the story? Where does the story take place?

#### Intermediate

Have students preview the Reader images in *George Meets Mr. Henry* and create a bank of words from the story. Lead students in a discussion: Who will you meet in the story? Where will the story take place? Provide sentence frames such as The story will take place \_\_\_\_.

#### Advanced/Advanced High

Have students preview the text. Then have students independently write responses to “Who will you meet in the story? Where will the story take place?” and then share with a partner why they think those characters and setting will be in the story.

### ELPS 4.F

4. **Evaluative.** What key details support the idea that George has a great deal of work to do? (*His mother tells him to bring a meal to his father, stay focused on his errands, he has wood to chop and weeds to pull, etc.*)

5. **Inferential.** The story explains that Virginia in 1775 is a fascinating place because people are discussing whether the colonies can survive without the support of England. Some colonists feel very patriotic and would like to form their own country. How do you know that George is very interested in these discussions? (*His mother tells him not to waste time listening to the men chatter, George notices they are starting to argue more, etc.*)

- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - The setting is...
  - A synonym for the word aroma is...
  - The time of the year is most likely...
  - George has the following work to do...
  - George shows that he’s interested in these discussions because he...
- Students can expand on their responses by asking these follow-up questions:
  - What information in the text helped you answer the question?
  - Where did you find information in the text to support your answer?
  - What clues in the text helped you know the answer to that question?
- 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 “Great job pausing between paragraphs, that shows an understanding of the text structure.”

## WRAP UP (5 MIN.)

- Ask: “Can you find a synonym for the word cold in the first two paragraphs of George Meets Mr. Henry?” (*chilly*)
- Ensure students draw evidence from the text to support their responses.
- Remind students that synonyms are two words that have the same or nearly the same meaning as each other.
- Repeat with the words jobs (*chores*) and begin (*start*).



### Check for Understanding

As students read aloud, listen for all aspects of fluency. Note if they are reading Tricky Words correctly. Check to see that students are able to identify the places in the text that inform their answers.

End Lesson

## Lesson 1: Differentiated Instruction

# Additional Support

## MORE HELP WITH SYNONYMS

- Challenge students to write a sentence using fun descriptive words. Have them underline one of the descriptive words and think of a synonym to replace that word. Have them write the sentence again with the new word and ask themselves if the sentence still makes sense with the new word.

### Differentiated Instruction

Students may have more success working with a partner to complete Activity Page 1.1.

## 2

## IDENTIFY AND EXPLAIN

## Antonyms

## PRIMARY FOCUS OF LESSON


## Foundational Skills


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

## Reading

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

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

 **TEKS 3.1.C; TEKS 3.4**

 Students will speak coherently about the Reader *George Meets Mr. Henry*.  
**TEKS 3.1.C**

## FORMATIVE ASSESSMENT

## Activity Page 2.1


## Sentence Changers

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

## Activity Page 2.2

## Reader Response

 **TEKS 3.2.D; 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 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **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>			
Practice with Sentence Changers	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> <i>George Meets Mr. Henry</i>
<b>Reading</b>			
Choral Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 1–10) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 2.2
<b>Take-Home Material</b>			
Synonyms and Antonyms			<input type="checkbox"/> Activity Page 2.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare a set of antonyms for students to view while brainstorming antonyms (*generous–selfish, brave–timid, vertical–horizontal, and deep–shallow.*)

### Reading

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

### Universal Access

- Gather images depicting antonym pairs such as *asleep–awake* and *brave–timid*.

Start Lesson

## Support

Thumbs-Up/Thumbs-Down:  
Provide students with sets of words. If the words are synonyms, have students give a thumbs-up. If the words are not synonyms, have them give a thumbs-down.

- tall–short (*thumbs-down*)
- high–low (*thumbs-up*)
- happy–joyful (*thumbs-up*)
- mad–glad (*thumbs-up*)

## Lesson 2: Identify and Explain Antonyms

# Foundational Skills

15M

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

### PRACTICE WITH SENTENCE CHANGERS (15 MIN.)

- Briefly review the definition of synonym from the previous lesson. (*a word that has the same or nearly the same meaning as another word.*) Have students share examples of synonyms.
- Write the word *antonym* in cursive on the board. Ask for a volunteer to read it. Have students turn and talk to a partner about what they know of its meaning. Ask: “What do you recall about antonyms?” and allow students to share their responses.
- Provide students with a definition for the word *antonym* (*a word opposite in meaning to another word.*)
- Ask: “Would the words *happy* and *sad* be considered an antonym pair?” (Yes. *Encourage students to explain why these words are antonyms.*) “What about the words *sad* and *upset*?” (No. *Encourage students to explain why these words are not antonyms.*)



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

- Promote oral language development by having students collaborate with a partner to brainstorm common antonym pairs such as:
  - generous–selfish
  - brave–timid
  - vertical–horizontal
  - deep–shallow
- If time allows, have students continue working with a partner. One partner will say a word for example: *short*. The other partner will think of an antonym for their partners word. (*tall*)
- Invite students take turns acting out the meaning of each word.
- If time allows, provide students with pairs such as *smell–taste* or *jump–run*. Ask if these are antonym pairs and support them in understanding that antonyms have to have directly opposite meanings. In these examples, the words are somewhat related but have different meanings. This is different from having opposite meanings.
- Ask students to turn to Activity Page 2.1.
- Read the directions to the students: Choose a word or words in the sentence to replace with an antonym. Rewrite the sentence for clarity and detail to show a different meaning. Write in cursive and use correct grammar structure and spacing.
- Model the example sentence for the class in cursive on the board:
  - George woke up in the early morning darkness.
  - George slept in until the early afternoon sunlight woke him up.
- Ask: “How does the sentence change when we replace words with antonyms?” (*It changes the time of day of the scene, and the sentence now makes sense.*)
- Students complete the rest of Activity Page 2.1 individually or in pairs. Direct students to complete responses in cursive, leaving space between words.
- Direct students to turn and talk to a partner to speak coherently about how the antonym changes the meaning of one of the sentences they completed.

## Activity Page 2.1



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask simple questions: “Are slow and fast antonyms? Are fast and rapid antonyms?” Provide sentence stems such as: [Yes/No,] slow and fast [are/are not] antonyms.

#### Intermediate

Ask students to provide an antonym for the word *fast* or *slow*. Have students work in pairs or small groups to discuss and brainstorm antonyms for the words fast and slow. Provide a sentence frame: “\_\_\_\_\_ and \_\_\_\_\_ are antonyms.”

#### Advanced/Advanced High

Ask students to provide two antonyms for fast or slow. Have them write the words down in a sentence and then read their sentence aloud to a partner. Encourage students to listen to their partner’s antonyms and discuss whether they chose the same words or different words for the antonyms in their sentence.

**ELPS 2.B; ELPS 2.G**

## Support

Encourage students to compare and contrast the meanings of their sentences when using different antonyms.



### Activity Page 2.1: Sentence Changers

Collect Activity Page 2.1 and assess students' ability to create antonyms for the bolded words and explain how antonyms can significantly change the meaning of a sentence. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 2: Identify and Explain Antonyms

# Reading

15M

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

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

**TEKS 3.1.C; TEKS 3.4**

Students will speak coherently about the Reader *George Meets Mr. Henry*. **TEKS 3.1.C**

### CHORAL READ *GEORGE MEETS MR. HENRY* (10 MIN)

- Ask students to turn and talk with a partner to retell what they've read so far in *George Meets Mr. Henry* in logical order. Use stems like "First . . . next . . . then . . ."
- Tell students that today's reading will be focused on fluency, which is rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Direct students to the first paragraph on page 7.
- Ask the students to follow along with the text as they read along with you.
- Model fluent reading for a sentence or two, using appropriate rate and expression and pausing for punctuation. Then, assign students to read pages 1–10 aloud, either with a partner or independently.
- When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact and, for students' ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Ask the following question, and prompt students to use context for support, if needed.

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

## Reader



Pages 1–10

1. **Inferential.** How would you describe the tone that I used to read this dialogue? (*demanding, strict, stern*)

2. **Evaluative.** Why do you think I read that section of text in a strict and stern tone? (*The mother does not want George to neglect his responsibilities because he is listening to the men's chatter.*)

- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - The tone you used was...
  - You used that tone because...
- Reread the passage a second time, and have all students read aloud in unison as you read it.
- Direct students to the third paragraph on page 7.
- Model fluent reading for a sentence or two, using appropriate rate and expression and pausing for punctuation.
- Instruct students to read silently as you read aloud.
- Reread the passage a second time, and have all students read aloud in unison and walk around to listen to students reading.
- Remind students that an antonym is a word that is opposite in meaning to another word.

3. **Literal.** In this unit, we have been talking about antonyms. What are antonyms for quickly? (*slowly, snail-paced*) What are antonyms for fascinating? (*boring, lame*) What is an antonym for late? (*early*) What is an antonym for close? (*open*)

4. **Inferential.** Sometimes words can be unfamiliar and have multiple meanings. Look at this word from the text: *plow*. What do you think *plow* means after reading this sentence: He was glad that his family lived in town and not on a farm, where there would be fields to plow. (*A plow is a large farmer's tool that helps with digging.*) In the text you see it talks about farming and fields. Check the dictionary to learn more about the definition of *plow*.

- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - Antonyms for quickly are...
  - Antonyms for fascinating are...
  - An antonym for late is...
  - An antonym for close is...
  - I think a plow is...



- 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.”



### Check for Understanding

As you read, visually check to see that students are able to follow along in the text. During the choral rereading, note any students who seem to be having difficulty keeping up.

## Activity Page 2.2



### WRAP UP (5 MIN)

- Have students open to Activity Page 2.2.
- Instruct students to answer the questions by writing neatly in cursive, leaving space between words.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback such as “Check that your loops and tails are formed smoothly and connect to the next letter.” If students struggle to answer a question, stop and ask clarifying questions about the story to help them recall what they read.

End Lesson

## Activity Page 2.3



### Lesson 2: Identify and Explain Antonyms

# Take-Home Material

### Synonyms And Antonyms

- Have students take home Activity Page 2.3 for additional practice with this lesson’s objectives.

## Lesson 2: Identify and Explain Antonyms

# Additional Support

### MORE HELP WITH SYNONYMS

- Provide students with word cards containing word pairs such as smell–taste or jump–run. Ask if these are antonym pairs and support them in understanding that antonyms must have directly opposite meanings. In these examples, the words are somewhat related but have different meanings. This is different from having opposite meanings.

### Differentiated Instruction

Students may benefit from having their Readers with them while completing Activity Page 2.1 to have more context. Students may choose to cross out the bolded word and write the antonym above it rather than rewriting the sentence if the writing process is too time-consuming.

Copy and cut out Antonym Match Puzzle Pieces (TR 2.1). To reduce rigor, cut apart the puzzle pieces using differently shaped cuts so that each piece has only one matching pair. To increase rigor, cut the puzzle pieces into the same shapes so that each piece could fit with multiple other pieces. You may want to laminate these for future use.

For the first round of the Antonym Match Puzzle Pieces, it may be helpful to begin with half of the class finding matches rather than the whole class.

### PLAY ANTONYM MATCH PUZZLES

- Distribute the Antonym Match Puzzle Pieces, making sure that each piece distributed has a match.
- Ask students to move about the room and find the person who has an antonym for their word.
- Once all pairs have been created, ask each pair to read their antonyms aloud.
- Optional: Redistribute the puzzle pieces and repeat. For this round, time students to see how long it takes them, then redistribute the puzzle pieces and challenge them to beat their time.

## 3

## IDENTIFY

Affixes and Impact on Meaning: *im-* and *non-*

## 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 *im-* and *non-* prefixes. **TEKS 3.3.C**

## Reading

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

Students will read and pronounce the Tricky Words *Massachusetts* and *immediately* and high-frequency words *open* and *few*. **TEKS 3.2.A.vii**

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


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

## FORMATIVE ASSESSMENT

## Activity Page 3.1

Practice with *im-* and *non-*

 **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** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.2.A.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 <i>im-</i> and <i>non-</i>	Whole Group	10 min.	
Practice with <i>im-</i> and <i>non-</i>	Small Group or Independent	5 min.	<input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Activity Page 3.1 (Digital Components) <input type="checkbox"/> dictionary (optional)
<b>Reading</b>			
Pattern Search	Whole Group	5 min.	<input type="checkbox"/> chart paper or white board <input type="checkbox"/> paper
Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 11–22) <input type="checkbox"/> dictionary (optional) <input type="checkbox"/> Anecdotal Reading Record

## 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

Provide index cards with *im-* and *non-* words for Emergent Bilingual Students.

### 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: *forged*, *impending*, *restless*, and *sympathetically*. Display vocabulary on the board for students to decode.

### Universal Access

- Students may choose to use a dictionary to support their work on Activity Page 3.1.
- Prepare a word bank of words with *im-* and *non-* prefixes.

Start Lesson

## Lesson 3: Identify Affixes and Impact on Meaning: *im-* (into) and *non-* (not)

# Foundational Skills

15M

**Primary Focus:** Students will read and spell words with prefixes. Students will identify the meaning of and use words with the *im-* and *non-* prefixes.

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

### REVIEW IM- AND NON- (10 MIN.)

- Remind students that a prefix is a word part added to the beginning of a base word to create a word with a new meaning. Ask: “How do prefixes change the meaning of a root/base word?” and allow students to turn and talk with a partner, then share their responses.
- Review the meaning of the prefixes *im-* (into or sometimes means not) and *non-* (not).
- Show the word *immigrate*. Read the word, and ask students to say it with you. Demonstrate breaking the word into the prefix + base word (*im* + *migrate*).

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

### Challenge

Challenge students to create sentences using other words containing the prefixes *im-* or *non-*.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Provide a word bank of words with *im-* and *non-* prefixes. Ask students to identify the prefix in each. Discuss what each word means with and without the prefix in small groups. Provide sentence stems such as: The word \_\_\_\_ means \_\_\_\_ with the prefix \_\_\_\_\_. The word \_\_\_\_ means \_\_\_\_ without the prefix \_\_\_\_\_.

#### Intermediate

In partners, have students write sentences using words with *im-* and *non-*. Then, have each partner read the sentence aloud and have the other partner explain the meaning of the word with the prefix. Provide sentence stems such as: The word \_\_\_\_ with the prefix \_\_\_\_ means \_\_\_\_\_.

#### Advanced/Advanced High

Have students discuss where in their daily life they would come across words with *im-* and *non-*.

**ELPS 1.E; ELPS 1.H**

## Activity Page 3.1



- Ask students: “What does it mean to migrate?” (*to move from one country or place to another*) An example of migration would be: “Whales migrate long distances every year to find warmer waters. Can you think of other animals that migrate?”
  - Help students to understand that if people immigrate, they move into one country from another because *im-* means into.
- Show the word *nontoxic*. Read the word, and ask students to say it with you. Demonstrate breaking the word into the prefix + base word (*non* + *toxic*.)
- Ask students: “What does toxic mean?” (*something poisonous or bad for you*) Help them to understand that if something is nontoxic, it means it is not poisonous because *non-* means not.
- Repeat with the words *imprint*, *nonstick*, and *nonfiction*.
- Turn and talk: Turn to your partner and talk about the word *impatient*. Break the word down into the prefix + base word. Write the words in cursive on a whiteboard or piece of paper. (*im* + *patient*) Talk about what the base word means. (*to wait nicely*) Talk about what the word impatient means. (*to not want to wait*).
- Write these words on the board. Have students read the words, identify the prefix, and discuss the meaning of the words.
  1. nondescript
  2. impossible
  3. nonchalant
  4. imbalance
  5. nonsensical
  6. impulsive

## PRACTICE WITH IM- AND NON- (5 MIN.)

- Ask students to turn to Activity Page 3.1 while you display the digital component.

### > Digital Component 3.1

- Tell students they will create new words by combining the prefix on the left with a word in the box on the right.
- Complete the first one together.
- Have students choose a new word to make by combining *im-* with one of the words in the box.

## Support

Use a dictionary to help find definitions of words to determine meaning. During the dictation exercise, students may choose to type dictated words.

- Write the new word on the line.
- Elicit a definition for the new word from students.
  - Ask students to write the definition on the line.
- Students should complete the rest of Activity Page 3.1 with a partner or individually.
- Remind students to write neatly in cursive.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback on word spacing and letter formation and connection. 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 ‘i’ to ‘m’ more fluid.”



### Activity Page 3.1 : Practice with im– and non–

Collect Activity Page 3.1. Assess students’ ability to correctly encode and define words containing the prefixes *im–* and *non–*. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

## Challenge

Look at these words: *important, impact, immediately, nonsense, nonstop*. Break them up into base + prefix, then have students write the definitions for each of them.

## Lesson 3: Identify Affixes and Impact on Meaning: *im–* and *non–* Reading

15M

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

Students will read and pronounce the Tricky Words: *Massachusetts* and *immediately* and high-frequency words *open* and *few*. **TEKS 3.2.A.vii**

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

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



**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **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.

## PRACTICE WITH PATTERN SEARCH (5 MIN.)

- Direct students to skim Chapter 1 while they search for words with *im-* and *non-*. Have students list the words they find on a piece of paper.
- Have students share the words and display them on the board or chart paper: *important, impact, immediately, nonsense, nonstop*.
- Read each word aloud. Direct students to echo you.
- Look closely at the words with *im-* at the beginning. Earlier in this lesson, we learned that *im-* sometimes means “into” or “not.” Look closely at these multisyllable words from the text. Break them down into syllables as a class and define the meaning.
  - -im/pen/ding (when something is about to happen)
  - -im/pact (effect or influence on something)
- Look closely at the words with *non-* at the beginning. Earlier in this lesson, we learned that *non-* means “not.” Look closely at these multisyllable words from the text. Break them down into syllables as a class and define the meaning.
  - -non/sense (when you cannot understand something)
  - -non/stop (when something is not stopping)



### Check for Understanding

As students search for words with *im-* and *non-* prefixes, note students who need additional help to identify these words. Pause to confer with students, asking them to syllabicate the words.

## READ GEORGE MEETS MR. HENRY (10 MIN.)

- Ask students to turn and talk with a partner to retell what they’ve read so far in *George Meets Mr. Henry*, in logical order. Use stems like “First . . . next . . . then . . .”
- Explain that today, students will read Chapter 2 of *George Meets Mr. Henry*, “Freedom.”
- After hearing the title “Freedom,” ask: “What do you think this chapter is going to be about today?” Have students turn to a partner to make predictions. Call on several students to share with the class.

Reader



Pages 1–10





## Reading

### Reading Closely

#### Beginning

In this text, students have learned two new high frequency words: *father* and *own*. Have students say these words and put them in a sentence. As examples, provide sentence stems such as: My father \_\_\_\_\_. I have my own \_\_\_\_\_.

#### Intermediate

Students have learned two new high frequency words: *father* and *own*. Have students say these words and write them on an index card. After they have written the words, have student brainstorm aloud sentences with these words with a partner. Encourage students to listen to their partner and build on their ideas during the brainstorm.

#### Advanced/ Advanced High

Students have learned two new high frequency words: *father* and *own*. Have students write a sentence using these words and share sentences with a partner.

ELPS 2.G; ELPS 4.C

- 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.

**forged, v.**, formed by heating and hammering

Example: The sword was forged by a blacksmith.

**impending, adj.**, about to happen

Example: The impending arrival of the grandparents brought excitement to our family.

**restless, adj.**, uneasy, not able to remain at rest

Example: The students were restless after the long exam.

**sympathetically, adv.**, in a way that shows an understanding of others' feelings

Example: Rebecca looked sympathetically at the cat walking on the sidewalk in the cold.

## Sayings and Phrases

**Continued to gnaw** is a phrase that means something continued, or kept on, bothering or worrying someone.

Example: Her thoughts about the weather forecast for the day of her birthday party continued to gnaw at her.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "continued to gnaw." For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.
- Explain that *George Meets Mr. Henry* contains many high-frequency words. They will come across these common words often as they read, in both the Reader and in many different texts. Learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson's high-frequency word: *open* and *few*
- Display this lesson's high-frequency word: *open*.
- Focus on the word *open*. Write it on the board, read it to the students, and have the students repeat the word only. Spell it as a class and clap out the syllables in the word. In lesson 2 of this unit students discussed antonyms.

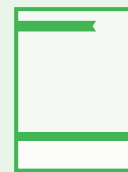
**Vocabulary Chart for “Freedom”**

<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	forged impending sympathetically	restless	
Multiple-Meaning Words			
Sayings and Phrases	continued to gnaw		

Have students think of an antonym for *open*.

- Blend sounds aloud as you run your fingers under the word: /oe/ /p/ /e/ /n/
- Display this lesson’s high-frequency word: *few*.
- Focus on the word *few*. Write it on the board, read it to the students, and have the students repeat the word only. Spell it as a class and clap out the syllables in the word. In lesson 1 of this unit students discussed synonyms. Have students think of an synonymms for *few*.
- Blend sounds aloud as you run your fingers under the word: /f/ /oo/
- Remind students that most English words play by the rules, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules (i.e., words not pronounced and spelled as expected) are called “Tricky Words.”
- Display Tricky Words, read each word, and use it aloud in a sentence:
  - *Massachusetts*
  - *immediately*
- Point out which parts of each word are not regular and will either be taught later or simply must be remembered.
  - Tricky Word: *Massachusetts* (Explain that the letter ‘u’ is pronounced /oo/.)
  - Tricky Word: *immediately* (Explain that the letter ‘a’ is pronounced /u/.)
- Guide the class in reading Chapter 2. Model fluent reading for a sentence or two, using appropriate rate expression and pausing for punctuation. Then, assign students to read pages 11–22 aloud, either with a partner or independently.

Reader



Pages 11–22

- 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 is George wondering about as he walks to town? (*He talks about longing to know what the townspeople are talking about and what is being discussed at the convention.*)
  2. **Inferential:** What does the word *impending* mean in the phrase "that impending meeting"? What text clues and word knowledge help you figure this out? (*It means it is going to happen. George talks about the meeting being planned for later that month.*)
  3. **Inferential:** What does the word *nonsense* mean in the phrase "it was nonsense"? What text clues and word knowledge help you figure this out? (*It is foolish; the colonists sound irritated at what the English rule is doing. The word nonsense does have a prefix at the beginning non-. Remember that non- means not. So, something that is nonsense means it does not make sense.*)
  4. **Literal:** How does George feel when he gets to make decisions within his family? (*George feels like his parents trust him, and this makes him work hard, he feels proud, he feels grateful for his parents' trust.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - George is wondering about...
  - Impending means...
  - Nonsense means...
  - George feels \_\_\_\_ when he gets to make decisions within his family.
- Students can expand on their responses by asking these follow-up questions:
  - What information in the text helped you answer the question?
  - Where did you find information in the text to support your answer?
  - What clues in the text helped you know the answer to that question?
- 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, "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."

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### Lesson 3: Differentiated Instruction

# Additional Support

## MORE HELP WITH AFFIXES AND IMPACT ON MEANING: IM– AND NON–

### Word Race

- Divide students into teams.
- Call out a word with the prefix *im–* or *non–* and teams will race to write the word correctly on a whiteboard or piece of paper.
- The first team to spell the word correctly earns a point.

*im–* and *non–* Words: *impossible*, *nonsense*, *impact*, *nonfat*, *immunity*, *nonprofit*, *imply*, *nonviolence*.

---

## 4

## IDENTIFY

## Affixes and Impact on Meaning: -ful

## PRIMARY FOCUS OF LESSON

## Foundational Skills


Students will work to identify the meaning of and use words with the *-ful* affix.

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


## Reading

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

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

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


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

 and pronunciation. **TEKS 3.3.A**

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

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


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


 **TEKS 3.1.C; TEKS 3.4**

## FORMATIVE ASSESSMENT

## Activity Page 4.1

## Dictation

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

 **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.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review the Suffix –ful	Whole Group	5 min.	❑ Word Matrix TR 9.2 (Unit 6)
Practice with Dictation	Whole Group	10 min.	❑ Activity Page 4.1 ❑ Grade 3 Foundational Skills Record
<b>Reading</b>			
Practice with Pattern Search	Small Group	5 min.	❑ <i>George Meets Mr. Henry</i> ❑ chart paper or white board ❑ paper ❑ dictionary (optional)
Partner Read <i>George Meets Mr. Henry</i>	Small Group	10 min.	❑ <i>George Meets Mr. Henry</i> (pp. 11–22) ❑ Partner Reading Feedback ❑ Anecdotal Reading Record
<b>Take-Home Material</b>			
Adding Prefix non–, im– or Suffix –ful			❑ Activity Page 4.2

## ADVANCE PREPARATION

### Foundational Skills

- Display Word Matrix –ful and –less from Unit 6, TR 9.2.

### Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
  - Grade 3 Fluency Record
  - Partner Reading Feedback (Unit 1, Lesson 9)
  - Anecdotal Reading Record

- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2) Use these stems to share feedback with your reading partner:
  - You did a great job when you \_\_\_\_\_.
  - I like how you \_\_\_\_\_.
  - I liked it when you \_\_\_\_\_.
  - You corrected yourself when \_\_\_\_\_.
  - The best part of your reading was when you \_\_\_\_\_.

### Universal Access

- Provide images of Colonial Williamsburg and people in colonial dress to further support comprehension of the text.
- Make a chart with four columns for word, base word, suffix and sentence.

Start Lesson

## Lesson 4: Identify Affixes and Impact on Meaning: *-ful*

# Foundational Skills

15M

### Support



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

### REVIEW THE SUFFIX *-FUL* (5 MIN.)

- Remind students that a suffix is a word part added to the end of a base word to create a word with a new meaning. Ask: "How do suffixes change the meaning of a word?" and allow students to turn and talk with a partner, then share their responses.
- Display Word Matrix (TR. 9.2 from Unit 6) *-ful* and *-less* and review the contents of the *-ful* column.
- Write the word *powerful* on the board. Have students decode the word themselves before reading it aloud.
- Ask students to turn and talk with a partner: "Can you identify the base word and the + suffix? (*power* + *ful*)"
- Ask: What does the base word power mean? (*the ability to direct influence on*



**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.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Explain that suffixes are added to the back of a base word to create a new word with a different meaning. All base words can stand alone, but sometimes the spelling of the base word is altered slightly when a suffix is added. Have students try to break up the word *beautiful* into a base word and suffix. The word *beautiful* separated is *beauty* + *-ful*. When you change the base word to add the suffix, you have to drop the *y* and change to an *i* before adding *-ful* to make *beautiful*.

someone or something) Ask students to think about how the meaning of the base word is changed with the addition of the suffix. Have students turn and talk with a partner to share what they think the word means.

- Ask: How is the meaning of the word *power* changed when you add the suffix *-ful*? (*Power is a thing [a noun], but the new word means “full of power.” Now, it is a describing word [an adjective].*)
- Add the word *powerful* to the matrix.
- Add the word to the matrix and repeat with words such as *thoughtful*, *resourceful*, *mindful*, and *successful*.
- Call on student volunteers to come up with additional base words to try in the matrix.

### PRACTICE WITH DICTATION (10 MIN.)

- Ask students to open to Activity Page 4.1.
- Explain to students that they will be writing down phrases using words with the suffix *-ful*, but first, they will act out the phrase.
- Ask students to show, using their faces and bodies only, a playful puppy. Once students have demonstrated a playful puppy, direct them to write the phrase on the first line of Activity Page 4.1.
- Ask students to underline the suffix *-ful* each time they write it. Direct students to complete responses in cursive, leaving space between words. Then, direct the students to write a sentence using the phrase they just heard.
- Repeat with other phrases such as:
  - *delightful day*
  - *peaceful nap*
  - *graceful dancer*
  - *careful jumper*
- Note that another way to say a delightful day is that the day was full of delight.
- Ask: What's another way to say a peaceful nap? (*a nap full of peace*)
- Repeat this question with a *graceful dancer* and a *doubtful jumper*.

## Activity Page 4.1



**EMERGENT  
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### Foundational Skills

#### Foundational Literacy Skills

##### Beginning

Explain that suffixes are added to the back of a base word to create a new word with a different meaning. If possible, point out similarities to students from their home languages to English. Encourage them to make connections as they are learning about affixes. Provide a word bank of words with suffixes such as *powerful*, *careful*, *peaceful*, *thoughtful* as a visual to reference during the discussion.

##### Intermediate

Have students think of suffixes for *-ful*. Make a list of all the different words with *-ful* collaboratively with a partner. Encourage students to discuss the meaning of the words with their partner using sentence stems such as: The word \_\_\_\_ means \_\_\_\_.

##### Advanced/Advanced High

In pairs, have students think of suffixes for *-ful*. Make a list of all the different words with *-ful*. Try to think of three words that are multisyllable *-ful* words. In pairs, have students find the words that end in *-ful* from the Reader to fill in the chart. Then have students compare their chart with another partner pair to make sure they found all the words that end in *-ful*.





## Activity Page 4.1: Dictation

Collect Activity Page 4.1 and assess students' ability to correctly encode words with the suffix *-ful*. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Lesson 4: Identify Affixes and Impact on Meaning: *-ful*

# 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 identify the meaning of and use words with the *-ful* affix. **TEKS 3.3.C**



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



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

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



**TEKS 3.1.C; TEKS 3.4**

### PRACTICE WITH PATTERN SEARCH (5 MIN.)

#### Reader



Pages 11–22

#### Challenge

Challenge students to create, demonstrate, and write their own phrases containing *-ful* words.

- Direct students to skim Chapter 2 while they search for words with suffix *-ful*. Have students list the words they find on a piece of paper.
- Direct them to determine the meaning of the word using their knowledge of word parts and confirm their ideas with the Glossary or dictionary.
- Display the *-ful* words from the Reader and discuss the meaning of the words by breaking down the words into different word parts. You can also look back in the text for context clues. (*bountiful, grateful, carefully, useful, beautiful, wonderful, meaningful*)
- Read each word aloud, clapping the syllables. Direct students to echo you.
  - -bount/i/ful (*-ful* means “full of” or “able to”)
  - -grate/ful



**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **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; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- -care/ful/ly
- -use/ful
- -beaut/i/ful
- -won/der/ful
- -mean/ing/ful

- Briefly review how to use a dictionary with students. Remind them that a dictionary lists words in alphabetical order and provides their meaning, pronunciation, and syllabication. Model using guide words to look up the word *beautiful* with students.
- Use a dictionary to check the meaning of each of these words. Discuss with students if they came up with the right definition by using context clues and breaking down the words.

### **PARTNER READ GEORGE MEETS MR. HENRY (10 MIN.)**

- Pair students with reading partners.
- Tell students that they will partner read Chapter 2 of *George Meets Mr. Henry*, “Freedom.”
- Model partner reading with a student volunteer, alternating reading paragraphs and providing assistance to each other as needed. Emphasize proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.
- Model giving your reading partner feedback, using the sentence stems on Partner Reading Feedback.
- Today, students will follow these Partner Reading routines.
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about proper pacing, expression, and intonation. Use the stems provided such as, “I like how you whispered when the character was whispering.”
- Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Direct students to alternate reading paragraphs until the end of Chapter 2.

### **Support**

Tell students that all base words can stand alone, but sometimes the spelling of the base word is altered slightly when a suffix is added.

- Have students evaluate each other's reading by giving each other positive feedback. Point out the sentence stems from Partner Feedback. Listen for effective student feedback. If you hear unproductive feedback, step in and offer an option for students to use instead. For example:
  - You did a great job when you read with expression when George was nervous in the text.
  - I liked it when you speed up your rate during action scenes.
  - You corrected yourself when you made an error.
  - The best part of your reading was when you read like George was talking to Patrick Henry.
- Choose strategic pausing points to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  1. **Literal:** What are some things that are worrying the colonists in Williamsburg at this point in the text? (*food supply and the quartering*)
  2. **Evaluative:** George's father states that "The freedom to make choices is more valuable than anything else." Based on what is happening in their colony, why do you think he says this? (*George's father and some of the other colonists are feeling upset that they cannot do as they choose with the money they make, they are told what to do, they support British soldiers, etc.*)
  3. **Inferential:** After reading this chapter, how would you describe George? Use the text to help support your answer. (*Answers may vary.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - The colonists are worrying about...
  - George's father says this because...
  - I would describe George as...
- Students can expand on their responses by asking these follow-up questions:
  - What information in the text helped you answer the question?
  - Where did you find information in the text to support your answer?
  - What clues in the text helped you know the answer to that question?
- 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."



### Check for Understanding

Check to see that students are successfully identifying words following the pattern in the selected section of text. Monitor partners to be sure that they are discussing word meanings and confirming with the Glossary or a dictionary.

End Lesson

#### Lesson 4: Identify Affixes and Impact on Meaning: *-ful*

## Take-Home Material

#### Adding Prefix *non-*, *im-* or Suffix *-ful*

- Have students take home Activity Page 4.2 for additional practice with this lesson's objectives and Lesson 3 objectives.

Activity Page 4.2



#### Lesson 4: Differentiated Instruction

## Additional Support

#### MORE HELP WITH AFFIXES AND IMPACT ON MEANING: *-FUL*

- Have students number a sheet of paper from one to five, skipping a line between numbers. Have them draw two long horizontal lines next to the numbers. Tell students that you will say five words, and each word has two syllables.
- As you dictate each word, have students write syllables in the lines next to the numbers. Focus on the suffix being spelt *-ful*.
- Dictate words one at a time: *joyful*, *careful*, *peaceful*, *helpful*, *hopeful*.
- To check spelling, ask students to orally spell the word while you write the word on the board or chart paper.

## 5

# Use Context to Define Unfamiliar Words

## PRIMARY FOCUS OF LESSON

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

### Reading

Students will read and pronounce the high-frequency words *along*, *plant*, and *last*.

**TEKS 3.2.A.vii**

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

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.2.D; TEKS 3.3.B**

## FORMATIVE ASSESSMENT

Activity Page 5.1

Practice with Strategy

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

**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.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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Context Clues Strategy	Whole Group	10 min.	<input type="checkbox"/> Examine Context Clues <input type="checkbox"/> Context Clues Strategy (TR 5.1)
<b>Reading</b>			
Read <i>George Meets Mr. Henry</i>	Whole Group	15 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 23–34) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> dictionary (optional)
Practice with Context Clues Strategy	Independent	5 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Take-Home Material</b>			
Use Context to Define Unfamiliar Words			<input type="checkbox"/> Activity Page 5.2

## ADVANCE PREPARATION

### Foundational Skills

#### > Digital Component 5.1

- Create an enlarged version of Context Clues Strategy to display, or prepare to display the digital version.

### Reading

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

### Universal Access

- Provide an anchor chart or other visual of the strategy for students to follow.
- Prepare stem stems for students to use:
  - I think the word could mean \_\_\_\_\_ because \_\_\_\_\_.
  - The word \_\_\_\_\_ could mean \_\_\_\_\_ because \_\_\_\_\_.
  - In the Reader, \_\_\_\_\_.
  - I agree that \_\_\_\_\_ means \_\_\_\_\_ because in the Reader, it also says \_\_\_\_\_.

### Support

Some students might need help finding a word in the sentence: “He thought the colonies could do a better job ruling themselves than the king.” Point out words students can use to find alternate meanings: *thought, better, ruling*.

### Challenge

Invite a student volunteer to independently model the strategy for the class.

## Support

Walk through the alternate meaning steps with students who need extra help.

- First, stop and reread the sentence, paying close attention to the words around the unknown word. Reread the sentence before and after where the unfamiliar word appears.
- Next, identify any context clues (synonyms, antonyms, examples).
- Try to make an educated guess about the word's meaning.
- You can also check your guess in context by substituting your meaning for the unfamiliar word. After doing that, ask yourself, "Does it make sense?"

## Activity Page 5.1



Start Lesson

### Lesson 5: Use Context to Define Unfamiliar Words

# Foundational Skills

10M

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

## REVIEW CONTEXT CLUE STRATEGY (10 MIN.)

- Display Context Clues Strategy.

### > Digital Component 5.1

- Tell students that last lesson we learned about the suffix *-ful*. Turn to a partner, and discuss how the meaning of the word *power* is changed when you add the suffix *-ful*. (*Power is a thing [a noun], but the new word means "full of power." Now, it is a describing word [an adjective].*)
- Teach the strategy for determining the meaning of unfamiliar words using context. Ask students to turn and talk with a partner: "How do you think this strategy can help you figure out the meaning of a word you don't know?"
- Model the strategy for students using the following sentences: "His two brothers ate their breakfast of steaming cornmeal mush and dried apples from the root cellar. George smiled gratefully at his mother as she filled his bowl."
- Identify the unknown word. (*gratefully*)
- Stop and reread the sentence, paying close attention to the words around the unknown word.
- Identify the context clues that his brothers were already eating, he was very hungry, his mother filled his bowl.
- Make an educated guess about what *gratefully* might mean. (*It might mean thankfully because you would be thankful if someone gave you food when you're hungry. He may have been thankful that his mother was serving the food for him.*)
- Replace the word *gratefully* with your guess to check the meaning. Does it make sense?
- Repeat the strategy with the following sentence: "He thought the colonies could do a better job ruling themselves than the king." Have students choose a word from the context and walk through the steps on their own.
- Pass out Activity Page 5.1.

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

- Read the directions to the students: Read each paragraph. Use the context clues strategy to determine the meaning of each unfamiliar word in the paragraphs below.
- Read the example with the students and model how to follow the steps of the context clues strategy to answer the questions.



### Check for Understanding

Monitor student responses during this time to check for understanding of the strategy. Students should demonstrate that they can carry out the strategy, using the model, with minimal support.

## Lesson 5: Use Context to Define Unfamiliar Words

# Reading



**Primary Focus:** Students will read and pronounce the high-frequency words *along*, *plant*, and *last*. **TEKS 3.2.A.vii**

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

Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.2.D; TEKS 3.3.B**

### READ GEORGE MEETS MR. HENRY (15 MIN.)

- Ask students to turn to a partner and retell what they've read in Chapter 1 and 2 so far in *George Meets Mr. Henry*, in logical order. Use stems like "I remember...I noticed...I wonder..."
- Explain that today, students will read Chapter 3 of *George Meets Mr. Henry*, "Talk Around Town."
- After hearing the title, "Talk Around Town," and thinking about what you have already read, what do you think this chapter is going to be about today? (Answers may vary.)
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

**TEKS 3.2.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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

As a way to practice looking for and using context clues, choose a few unfamiliar words. Define the words with students, and brainstorm other words that they may know related to the unfamiliar words.

#### Intermediate

As a way to practice looking for and using context clues, choose a few unfamiliar words. In small groups, have students define the words, and brainstorm other words that they may know related to the unfamiliar words. Give students an opportunity to write a few sentences of their own, using the brainstormed context clues as well as the unfamiliar words.

#### Advanced/Advanced High

As a way to practice looking for and using context clues, choose a few unfamiliar words from the students self selected readers. In pairs, have students define the words using a dictionary, and brainstorm other words that they may know related to the unfamiliar words. Write a few sentences of their own, using the context clues as well as the unfamiliar words. Then have students read their sentences to another partner pair and have them guess what the unfamiliar word means.

**ELPS 5.F**



**urgent, adj.**, requiring immediate action; important

Example: The urgent report from the weatherman told everyone about the storms rolling into the city.

**militia, n.**, a group of citizens who are called for military service (not professional soldiers)

Example: After the war, a lot of the people in the militia were injured.

## Sayings and Phrases

**Floating around in one's head** is a saying that means to have a thought that is present and lingering for a while.

Example: I tried to concentrate on my math assignment, but strategies for tomorrow's big game kept floating around in my head.

- Conduct a brief discussion about the different words and phrases in the chart, including the phrase “floating around in one's head.” For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them. Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.

**Vocabulary Chart for “Talk Around Town”**

<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	militia	urgent	
Multiple-Meaning Words			
Sayings and Phrases	floating around in one's head		

- Explain that *George Meets Mr. Henry* contains many high-frequency words. They will come across these common words often as they read in both the Reader and in many different texts. Learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson's high-frequency words: *along*, *plant*, and *last*.



## Reading

### Reading/Viewing Closely

#### Beginning

After English learners have grasped the meaning of unfamiliar words, have them go back in the text and find a word that is unfamiliar to them. Have them share with the small group and discuss what that word could mean using context clues from the story. Provide sentence stems such as: I think the word could mean \_\_\_\_ because \_\_\_\_.

#### Intermediate

Have students reread Chapter 3 and write down words that are unfamiliar on a separate piece of paper. Discuss the meaning of the words in a small group discussion using context clues from the story. Provide sentence stems such as: The word \_\_\_\_ could mean \_\_\_\_ because in the Reader, \_\_\_\_.

#### Advanced/Advanced High

Have students reread Chapter 3 and write a list of words that are unfamiliar. In partner pairs, have students discuss the meaning of the words using context clues from the story. Encourage students to listen to their partner and build on their ideas with sentence stems such as: I agree that \_\_\_\_ means \_\_\_\_ because in the Reader, it also says \_\_\_\_.

### ELPS 1.E; ELPS 2.G

## Reader



- Focus on the word *along*. Write it on the board, read it to the students, and have the students repeat the word *along*. Spell it as a class, and clap out the syllables in the word. Have students turn and talk about what else they notice in the word *along*. (*It has an 'a' at the beginning, but the 'a' makes a /u/ sound. It is a two-syllable word. The second word is a real word on its own, long.*)
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves saying it slowly and tapping your fingers at each sound: /u/ /l/ /o/ /ng/. For additional support, display the Spelling Cards for each sound.
- Next, focus on the word *plant*. Write it on the board, read it to the students, and have the students repeat the word *plant*. Spell it as a class, and clap out the syllables in the word. Have students turn and talk about what else they notice in the word *plant*. (*It has an 'pl' blend at the beginning. It is a one syllable word. It has the word 'an' in the word plant.*)
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves saying it slowly and tapping your fingers at each sound: /pl/ /an/ /t/. For additional support, display the Spelling Cards for each sound.
- Focus on the word *last*. Write it on the board, read it to the students, and have the students repeat the word *last*. Spell it as a class, and clap out the syllables in the word. Have students turn and talk about what else they notice in the word *last*. (*It has an 'st' blend at the end of the word. It is a one syllable word.*)
- Blend the sounds aloud as you run your fingers under them, then ask students to repeat the word themselves saying it slowly and tapping your fingers at each sound: /l/ /a/ /s/ /t/.
- In the past few units students have learned about adding suffixes to the end of words. Have students add suffixes to the end of *last* (*lastly, lasted, lasting.*)
- Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation. Then, assign students to read pages 23–34 aloud, either with a partner or independently.
- 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. **Inferential:** Using your knowledge of prefixes and context clues, what might *midday* mean in the phrase, “He hoped to get there before it got crowded for the midday meal”? (*Look closely at the statement and the word midday. The prefix mid– means ‘middle’ so it should mean middle of the day.*)

## Support

What are some unfamiliar words in this text that you read? Go back in and look through the text. Share unfamiliar words to the class and discuss meaning using context clues.

2. **Literal:** What are some of the reasons people gave for wanting to stay loyal to England? (*Their family still lives in England; it could cause problems with selling and creating items; they did not want to fight in a war, they felt protected by England.*)
  3. **Literal:** What are some of the reasons people gave for wanting to break ties with England? (*freedom to make their own laws and live the way they want to.*)
  4. **Evaluative:** If you were one of the people in town, would you want to stay loyal to England or break ties? Why? (*Answers may vary.*)
  5. **Inferential:** In this lesson, we have talked about using context to help define unfamiliar words. An unfamiliar word in this text may be cider. What does this word mean? (*Using the text, I can tell that this word means a liquid that someone makes. I know this is because they also reference making a stew along with cider. The author says they press the cider in the fall.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
    - Midday might mean...
    - People wanted to stay loyal to England because...
    - People wanted to break ties with England because...
    - I would want to...
    - Cider means...
  - Students can expand on their responses by asking these follow-up questions:
    - *What information in the text helped you answer the question?*
    - *Where did you find information in the text to support your answer?*
    - *What clues in the text helped you know the answer to that question?*
  - 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 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."

## WRAP UP (5 MIN.)

- Ask students to turn to Activity Page 5.1 while you display the digital component.

### > Digital Component 5.1

- With student help, model how to use context clues to determine the meaning of the word *discontent*.
- Point to the word *discontent* on Activity Page 5.1. Support students in writing any clues from the text that helped them to determine the meaning of *discontent*. Direct students to complete responses in cursive, leaving space between words. Provide immediate and corrective feedback such as “Focus on keeping your letters of uniform size and proportion.”
- Assign students to read aloud the other paragraphs to the class while their peers follow along.
- As students continue to take turns reading, repeat the process of practicing this strategy, gradually releasing responsibility to the students so that they are completing the last 2–3 on their own. Use the following words: *urgent*, *goods*, *crops*, *silenced*.
- Support students in confirming their answers with the Glossary or a dictionary.

## Activity Page 5.1



### Activity Page 5.1: Practice with Context Clues Strategy

Collect Activity Page 5.1, and assess students' ability to use context to determine the meaning of an unfamiliar word. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson



### Lesson 5: Use Context to Define Unfamiliar Words

# Take-Home Material

## Context to Define Unfamiliar Words

- Have students take home Activity Page 5.2 for additional practice with this lesson's objectives.

### Lesson 5: Differentiated Instruction

# Additional Support

## MORE HELP WITH CONTEXT TO DEFINE UNFAMILIAR WORDS

- For more practice with unfamiliar words and context clues, have students go back into the text *George Meets Mr. Henry*.
- Have students reread Chapter 1 or Chapter 2. While reading, have students make a list of unfamiliar words while they are rereading.
- Share unfamiliar words with a partner, and dive back into the text using the alternate meaning steps.
- First, stop and reread the sentence, paying close attention to the words around the unknown word. Reread the sentence before and after where the unfamiliar word appears.
- Next, identify any context clues (synonyms, antonyms, examples).
- Try to make an educated guess about the word's meaning.
- You can also check your guess in context by substituting your meaning for the unfamiliar word. After doing that, ask yourself, "Does it make sense?"
- After walking through the steps, have students discuss the alternate meaning of their unfamiliar words.



## 6

## IDENTIFY AND EXPLAIN

## Homophones

## PRIMARY FOCUS OF LESSON


## Foundational Skills

Students will identify, use, spell, and explain homophones.

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


## Reading

Students will speak coherently about the Reader *George Meets Mr. Henry* with


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

Students will speak coherently about the Reader *George Meets Mr. Henry*.

 **TEKS 3.1.C**


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

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

 and pronunciation. **TEKS 3.3.A**

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


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

 Students will identify homophones. **TEKS 3.3.D**

## FORMATIVE ASSESSMENT

## Activity Page 6.1


## Fill in the Blank with Homophones

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

## Activity Page 6.2

## Chapter 3 Paraphrase

 **TEKS 3.3.A; TEKS 3.3.B**

 **TEKS 3.2.B.ii** Demonstrate and apply spelling knowledge by spelling homophones; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.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 Homophones	Whole Group	7 min.	<input type="checkbox"/> sticky notes
Play with Homophones	Independent	8 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Choral Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 23–34) <input type="checkbox"/> Anecdotal Reading Record <input type="checkbox"/> Activity Page 6.2
Wrap Up	Whole Group	5 min.	<input type="checkbox"/> chart paper or board paper



## ADVANCE PREPARATION

### Foundational Skills

- Gather enough sticky notes for each student so that they can create a list of the homophones they remember from the previous lesson.

### Reading

- Consider using sticky notes to mark the pages of the Reader that will be read during this lesson.
- Hand out copies of a graphic organizer for students to use to help summarize the information in the Reader.

### Universal Access

- Provide an anchor chart for commonly used homophones, such as *to/too/two* and *there/their/they're*.
- Prepare pictures to show the difference in meanings of homophones.

Start Lesson

## Lesson 6: Identify and Explain Homophones

# Foundational Skills

15M

**Primary Focus:** Students will identify, use, spell, and explain homophones.



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

## Support

Encourage students to share associations and strategies that help them remember which homophone to use in the correct context.

## REVIEW HOMOPHONES (7 MIN.)

- Give each student a sticky note. Tell students they have one minute to list as many homophones as they can remember from the previous lesson.
- Call on students to share the homophones on their list.
- Review the meaning of homophones. (*two or more words that are pronounced the same but have different meanings and different spellings*)
- Review common homophones:
  - *to/too/two*
  - *their/there/they're*
  - *meet/meat*
  - *write/right*
  - *your/you're*



**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.

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- Share the sentence from the Reader containing the word *meet*:
  - “I’m very pleased to meet you, Mr. Henry.”
- Ask: “How would this sentence be different if the word *meat* was used instead of *meet*?” (*It wouldn’t make sense because meat is something that you eat.*)
- Repeat with a sentence containing the word *right*:
  - “You’re probably right, sir.”
- Ask: “How would this sentence be different if the word *write* was used instead of *right*?” (*It wouldn’t make sense because write means something that is drawn on paper to make a note.*)
- Discuss the importance of using the correct spelling for homophones because they are words that do not have the same meaning, even though they sound the same.

### PRACTICE WITH HOMOPHONES (8 MIN.)

- Ask students to turn to Activity Page 6.1.
- Tell students that, in this activity, they will need to use context clues to understand the sentence and fill in the correct homophone on the line.
- Each sentence will have a set of homophones to fill in the blank. Read the sentences. Fill in the sentence with the correct homophone. Use context clues to help decide which homophones fit in the sentence best.
- Look at the first sentence as a group, and read it with the blank. There are three homophone choices for the blank (*their/there/they’re*).
- Have students look at those three words (*their/there/they’re*) and define what each one means as a group. *Their* is a possessive pronoun that means “belonging to them.” *There* is a word used to describe a location. *They’re* is a contraction that stands for “they are.” After looking at all of these definitions, have students look back at the sentence and decide which form of this homophone fits best.
- Direct students to number 5. Tell students they need to write a response to the question, ensuring they use text evidence found in the story to support their answer.
- Remind students to write neatly in cursive.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback, such as, “Ensure that your letters are properly spaced and don’t run into each other.” If you notice that students are using an incorrect homophone, ask students to recall the meaning of each homophone.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

To assist students with understanding homophones, provide pictures to show the difference in meanings of the words that sound the same. Ask students to restate the meaning to a partner. Provide sentence stems such as The word \_\_\_\_\_ means \_\_\_\_\_.

#### Intermediate

Provide pictures to show the difference in meanings of the words that sound the same. Match the pictures that have the same sounding word and talk about the difference between the pictures. Ask students to turn to a partner and discuss using the stem The picture of \_\_\_\_ and \_\_\_\_ are alike/different because \_\_\_\_.

#### Advanced/ Advanced High

Have students draw a picture for each of the homophones and label the picture with the homophone word. Match the pictures that have the same sounding word and talk with a partner about the difference between the pictures.

**ELPS 4.F; ELPS 3.A**

## Challenge

Have students make their own sentences using the homophones used in Activity 6.1. Have them share their sentences with a partner and explain the homophones meaning in the sentence.

### Activity Page 6.1



## Activity Page 6.1: Fill in the Blank with Homophones

Collect Activity Page 6.1, and assess students' ability to use context to determine which homophone should be used in the sentence. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.


### Lesson 6: Identify and Explain Homophones


# Reading


15M

**Primary Focus:** Students will speak coherently about the Reader *George Meets Mr. Henry* with appropriate eye contact, speaking rate, volume, and enunciation.

#### **TEKS 3.1.C**

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


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

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

 Students will identify homophones. **TEKS 3.3.D**

### CHORAL READ GEORGE MEETS MR. HENRY (10 MIN.)

- Point out which part of the word is not regular or hard to sound out and will be taught later or just have to be remembered.
  - Tricky Word: *militia* (explain that the letters 'tia' are pronounced /shuh/.)
- Explain that today students will reread Chapter 3 of their Reader *George Meets Mr. Henry* with a reading partner.
- Tell students that today's reading will be focused on fluency, which is rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Instruct students to read silently and follow along with their finger or a pointer as you read the first few sentences aloud.
- Read the first few sentences aloud, and model fluent reading for the students, using intonation and expression.

 **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.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 and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Ask: What would it sound like to read this section too fast, too slow, or without expression? (*hard to understand, boring, not exciting*)
- Have students read the rest of pages 23–34 with a partner. As students read, encourage them to give a thumbs-up when they hear a homophone that has been discussed in class. (*to/too/two, they're/their/there, meet/meat, write/right.*)
- Prompt students to Think-Pair-Share: Can you find a part of the text that should be read at a faster pace?
- Invite students to coherently share feedback. When discussing the Reader, remind students to speak at an appropriate rate and volume while maintaining eye contact. (*At the beginning, everything is fast paced because it is urgent.*)
- Prompt students to remember the high frequency words and tricky words we have learned in previous lessons.
- Have students turn to Activity Page 6.2. Tell students that they will paraphrase what they read today. Have students briefly turn to a partner and discuss what it means to paraphrase. When students have finished Activity Page 6.2, collect it.

## Reader



Pages 23–34



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## Reading

### Reading/Viewing Closely

#### Beginning

Ask students to retell the story by describing a character from the Reader. Provide sentence frames: The character's name is \_\_\_\_\_. The character is \_\_\_\_\_.

#### Intermediate

Ask students to retell George's story in their own words with a partner. Provide sentence frames: The story takes place \_\_\_\_\_. I think the character is \_\_\_\_\_ because \_\_\_\_\_.

#### Advanced/Advanced High

In small groups, ask students to retell the previous section they read of the Reader. Have students include the setting, characters, problem, events, and solution (as appropriate and if possible) in their retelling. Have students predict what they think will happen later.

#### ELPS 4.G

### Activity Page 6.2



## Challenge

Have students look at all the potential homophones they listed from the text. Have students write the matching homophone pair. Discuss with a partner what each word means. (Example: knew/new: 'Knew' is when you have information about something; 'new' is when something is introduced.)

### WRAP UP (5 MIN.)

- Direct them to search for and write on a piece of paper the homophones in the section they just read.
- Display the words and ask them to share any that they may have missed: *knew, would, passed, so, by, not, one, paced, to, too, sighed, be, meet, heard, stake, you're, it's, right.*
- Read each word aloud. Direct students to echo you. Ask students to use each word in a sentence. Have students share their sentences with a partner. Call on several students to share with the whole class.



### Check for Understanding

As students read aloud, listen for all aspects of fluency. Note if they are reading Tricky Words correctly. Check to see that students are able to identify the places in the text that inform their answers.

End Lesson

## Lesson 6: Differentiated Instruction

# Additional Support

### MORE HELP WITH HOMOPHONES

- Display the Homophone Cards (TR 6.1) on the board or an open wall.
- Split the class into two teams.
- Students will take turns tossing the ball at the Homophone Cards.
- When the ball hits a card, the student should use that word correctly in a sentence. If they are successful, they get a point for their team.
- Alternate teams until all students have had a turn.
- The team with the most points at the end wins the game!



## 7

## IDENTIFY AND EXPLAIN

## Homographs

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- Students will follow and restate the Context Clues Strategy. **TEKS 3.1.B**
- Students will identify, use, and explain the meaning of homographs. **TEKS 3.3.D**

## Reading

- Students will read Chapter 4 of *George Meets Mr. Henry* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**
- Students will read and pronounce the Tricky Word *gone* and the high-frequency word *only* and *young*. **TEKS 3.2.A.vii**
- Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**
- Students will use context to determine the meaning of unfamiliar words and multiple-meaning words. **TEKS 3.3.B**
- Students will identify homographs. **TEKS 3.3.D**

## FORMATIVE ASSESSMENT

## Activity Page 7.1

## Homograph Picture Match

**TEKS 3.3.B; TEKS 3.3.D**

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Homographs and Context Strategy	Whole Group	7 min.	<input type="checkbox"/> Context Clues Strategy (Digital Components)
Homograph Picture Match	Whole Group	8 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 35–46) <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	<input type="checkbox"/> chart paper or board paper



## ADVANCE PREPARATION

### Foundational Skills

#### > Digital Component 5.1

- Prepare to project or display Digital Component 5.1.

### 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 terms: *chuckled*, *crept*, *impose*, and *liberty*. Display vocabulary on the board for students to decode.

### Universal Access

- Provide an anchor chart displaying the meaning of *homographs* and listing examples.

Start Lesson


## Lesson 7: Identify and Explain Homographs

# Foundational Skills

15M


**Primary Focus:** Students will follow and restate the Context Clues Strategy.

 **TEKS 3.1.B**

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

## REVIEW HOMOGRAPHS AND CONTEXT STRATEGY (7 MIN.)

- Tell students that last lesson, we learned the meaning of the word homophone. Turn to a partner, and discuss what the word homophone means (*Two or more words that are pronounced the same but have different meanings and different spellings.*)
- Tell students that today's lesson is about homographs. Have students turn and talk to a partner and discuss what homographs are and some examples. (*words that have the same spelling but different meanings*) Remind students that homographs may or may not be pronounced the same.
- Remind students that when they encounter homographs in a sentence, they must use context to determine the meaning.
- Display Context Clues Strategy (Digital Component 5.1) and review the strategy for using context to determine the meaning of a word.

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

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## ➤ Digital Component 5.1

- Stop and reread the sentence and the sentences before and after, paying close attention to the words around the unknown word.
- Identify any context clues (synonyms, antonyms, examples).
- Make an educated guess about the word's meaning.
- Replace your guess in context by substituting your meaning for the unfamiliar word.
- Have students restate the Context Clues Strategy to a partner.
- Model the modified strategy with this sentence: "There was a small tear in his shirt."
- The word *tear* can be pronounced /t/, /ee/, /r/ or /t/, /ai/, /r/. Discuss the meanings of both words.
- Ask: What part of the sentences helps us to know which pronunciation to use? (*It's in his shirt, so it's probably a rip, not what happens when you cry.*)
- Reinforce the student's educated guess, and support students in understanding how the context was necessary to determine meaning.
- Show students the word *quarter*. Have students turn and talk to a partner about the different definitions of the word quarter. (*a coin that is worth 25 cents; a fourth of something sometimes referring to an amount of time*)
- Have students look at this next sentence: "It was a quarter past noon."
- Ask students: "What part of the sentences helps us to know which pronunciation to use?" (*It's on a clock, so it's probably the amount of something, not a coin.*)

### HOMOGRAPH PICTURE MATCH (8 MIN.)

- Ask students to turn to Activity Page 7.1.
- Point to the example, and read the sentence again, "There was a small tear in his shirt from playing basketball, and he wasn't sure it could be repaired." Note the homograph, which is underlined. (*tear*)
- Ask students to look at the images below the sentence and circle the image that matches the definition used in the sentence. Then, underline the word(s) in the sentence that helped them determine the meaning of the underlined word.
- Direct students to complete Activity Page 7.1 on their own.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

After completing the activity, give learners more time to practice these words by explaining these words to the teacher, peers, or even a stuffed animal to develop their comprehension further.

#### Intermediate

Use the pictures to help understand the meaning of the homographs. After completing the activity, talk to a partner about the homographs in the activity. Students should be able to point to the picture and tell what the homographs mean. Provide sentence stems such as The homograph \_\_\_\_ in this picture means \_\_\_\_.

#### Advanced/Advanced High

After completing this activity, have students look at the pictures that were not circled and think of a sentence that could go with the homograph meaning. For extra help, remember to use the pictures to help understand the meaning of each word. Have students read their sentence aloud to a partner.

### ELPS 2.E

## Activity Page 7.1



## Challenge

Challenge students to create sentences using other homographs.

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## Reading

### Reading/Viewing Closely

#### Beginning

Consider having students retell or summarize the chapter and discuss the perspectives in this chapter of the text. Provide sentence stems such as  
In this chapter, George \_\_\_\_\_.

#### Intermediate

Consider having students retell or summarize and discuss the perspectives in this chapter of the text. Have students also discuss their perspective about what has happened in the story so far with a partner. Provide sentence stems such as  
So far, I think \_\_\_\_\_ because \_\_\_\_\_.

#### Advanced/Advanced High

Consider having students write 1–2 sentences to retell or summarize the story so far. Then in pairs, have students discuss the perspectives in this chapter of the text. Have students think about the perspective of different characters throughout the text: the colonist, Patrick Henry, George.

ELPS 4.G; ELPS 5.F



## Activity Page 7.1: Homograph Picture Match

Collect Activity Page 7.1 and assess students' ability to determine the meaning of a homograph based on context. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 7: Identify and Explain Homographs

# Reading

15M

**Primary Focus:** Students will read Chapter 4 of *George Meets Mr. Henry* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read and pronounce the Tricky Word *gone* and the high-frequency word *only* and *young*. **TEKS 3.2.A.vii**

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

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

Students will identify homographs. **TEKS 3.3.D**

### READ *GEORGE MEETS MR. HENRY* (10 MIN.)

- Explain that today students will continue reading *George Meets Mr. Henry*.
- Ask students to retell what they've read in Chapter 3 of *George Meets Mr. Henry* in logical order. Use sentence stems like "First . . . next . . . then . . ."
- Explain that today, students will read Chapter 4 of *George Meets Mr. Henry*, "Patrick Henry."
- After hearing the title, "Patrick Henry," and thinking about what you have already read, what do you think this chapter is going to be about today? (*Answers may vary.*)
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation and divide the words into syllables. Go over the correct pronunciation of each word.

**TEKS 3.1.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.

**chuckled, v.,** laughed quietly

Example: The boy heard the joke and chuckled to himself.

**crept, v.,** moved slowly and carefully

Example: The child crept into the kitchen to get another cookie.

**impose, v.,** to set as something that needs to be followed, done, or obeyed

Example: The government decided to impose stricter rules on speed limits in the town to keep the roads safe

**liberty, n.,** freedom from external rule; independence

Example: The United States Constitution guarantees its citizens rights and liberty.

- 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.

## Support

Remind students that in Chapter 3 we heard about the character, Patrick Henry. George has not met Patrick Henry in person, but he was excited for his arrival. Who can remember why George was anticipating Patrick Henry's arrival? (*Patrick Henry was good at giving speeches, and George thought he could inspire the colonists to fight for freedom against England.*)

**Vocabulary Chart for "Patrick Henry"**

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

- Ask students to decide which word comes first in the dictionary: *chuckled* or *crept*. (*chuckled*)
- Ask students what letter they had to look at to determine the order. (*second*)
- Model for students using the guide words in the dictionary to find the words *chuckled* and *crept*.
- Point out that the vocabulary term impose has a prefix that students have learned about in a previous lesson. (im/pose; *im-* means not or into) Does this help understand the meaning of the word more?
- Display this lesson's high-frequency word: *only*.

## Reader



Pages 35–46

## Challenge

Challenge students to list words that rhyme with the Tricky Word *gone* and identify how /aw/ is usually spelled when words follow the rules.

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## Reading

### Vocabulary

#### Beginning

Show visuals that represent *liberty* and *impose*. Have students work in groups to list words that describe these visuals. Provide sentence frames such as: I think the word \_\_\_\_ describes the visual of liberty.

#### Intermediate

In partners, have students do a word association for the Vocabulary Words (*liberty* and *impose*) and Tricky Word (*gone*). For example, students may associate *freedom*, *the Statue of Liberty*, and *independence* with *liberty*. Have students read their words aloud to another partner pair. Encourage the students to listen to each other's list of words and discuss whether they came up with any of the same words.

- Focus on the word *only*. Write it on the board, read it to the students, and have the students repeat the word *only*. Spell it as a class and clap out the syllables in the word.
- Display this lesson's high-frequency word: *young*.
- Focus on the word *young*. Write it on the board, read it to the students, and have the students repeat the word *only*. Spell it as a class and clap out the syllables in the word. In lesson 1 and 2 of this unit students focused on synonyms and antonyms. Have students think of a synonym for young and an antonym. Share with the class.
- Display the Tricky Word. Point out the part of the word that is not regular and will be taught later or simply need to be remembered.
  - Tricky Word: *gone* (explain the letter 'o' is pronounced /aw/)
- Guide the class in reading Chapter 4. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation. Then, assign students to read pages 35–46 aloud with a partner.
- Choose strategic pausing points to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar 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. **Evaluative:** How does the reader know George is curious when he hears someone talking in the church? (*The church door was slightly open, and a person in the church was stomping around and frustrated.*)
  2. **Inferential:** What words in the text helps the reader understand the word crept? (*He sneaked in quietly and sat in one of the back pews.*)
  3. **Inferential:** Which word(s) in the text helped you determine the meaning of the word impose? (*He wants to make laws and impose taxes without letting us have any say.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - The reader knows George is curious because...
  - I can understand the word crept because of the context clues...
  - I can understand the word impose because of the context clues...
- 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."

## WRAP UP (5 MIN.)

- Direct them to search for and list the homographs in the sections they have read in the story so far.
- Display the words and ask them to share any that they may have missed: *break, part, cry, even, , express, head, spoke, shows, correct.*
- Read each word aloud. Direct students to echo you. Ask students to use each word in a sentence.
- Have students look at all the words highlighted and have them find any words that are two syllables.
- Have them clap out the two syllable words and break the words into chunks as a class or have students do it individually on their own whiteboards.
  - -ex/press
  - -cor/rect



### Check for Understanding

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

End Lesson

## Advanced/Advanced High

Have students write a sentence for each Vocabulary Word and Tricky Word that shows its meaning. For example, “The men and women went to battle to fight for their liberty and rights.” Have students read their sentences aloud to a partner.

**ELPS 1.E; ELPS 2.G;  
ELPS 4.F; ELPS 5.F**

## Challenge

Challenge students to think of other homographs like *conflict*, which are spelled the same but pronounced differently depending on the meaning used.

## Lesson 7: Differentiated Instruction

# Additional Support

## MORE HELP WITH HOMOGRAPHS

- Make flashcards of these homographs: *object, entrance, wind, close, desert.*
- Flip through the flashcards and discuss why each of these words is a homograph. Look in the dictionary to find the definitions of each of the words’ meanings.
- Example: *object* (a thing/ to oppose)
- Note that some of these words may be said differently even though they are spelled the same. When students say the word on the flashcard, they might say it differently than other students according to which homograph meaning they are trying to say.
- After going through all the flashcards, students should know the words and different homograph meanings.

## 8

## IDENTIFY AND EXPLAIN

## Homographs

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

## Reading

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

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

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

Students will identify homographs. **TEKS 3.3.D**

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

## FORMATIVE ASSESSMENT

## Activity Page 8.1

## Homograph Matches

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

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Homograph Matches	Small Group	15 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Homograph Word Cards (TR 8.1) <input type="checkbox"/> Homograph Meaning Cards (TR 8.2)
<b>Reading</b>			
Partner Read <i>George Meets Mr. Henry</i>	Small Group	15 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> (pp. 35–46) <input type="checkbox"/> Partner Reading Feedback <input type="checkbox"/> Anecdotal Reading Record

## ADVANCE PREPARATION

### Foundational Skills

- Copy and cut out Homograph Word Cards (TR 8.1) and Homograph Meaning Cards (TR 8.2) for the Homograph Matches activity. You should have enough of each of these for each pair to have their own. You may want to laminate these for future use.

### Reading

- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
  - Grade 3 Fluency Record
  - Partner Reading Feedback (Unit 1, Lesson 9)
  - Anecdotal Reading Record
- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2) Use these stems to share feedback with your reading partner:
  - You did a great job when you \_\_\_\_\_.
  - I like how you \_\_\_\_\_.
  - I liked it when you \_\_\_\_\_.
  - You corrected yourself when \_\_\_\_\_.
  - The best part of your reading was when you \_\_\_\_\_.

### Universal Access

- Continue to provide images matching the homographs used in the activity.



## Lesson 8: Identify and Explain Homographs

## Foundational Skills

15M

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

## Support

Encourage students to share which context clues help them identify the correct homograph. Model reading the sentences using emphasis on words that provide context for partners of students needing additional support to emulate.

## Activity Page 8.1



## Challenge

Provide students with extra blank cards and challenge them to create their own homograph cards and meaning cards.

## PRACTICE WITH HOMOGRAPH MATCHES (15 MIN.)

- Review the definition of a homograph. (*Homographs are words that have the same spelling but different meanings.*) Remind students that homographs may or may not be pronounced the same.
- Partner students intentionally to work together and complete the Homograph Matches activity.
- Distribute the prepared Homograph Word Cards (TR 8.1) and the prepared Homograph Meaning Cards to each pair.
- To practice oral language development, have students read through the Homograph Word Cards (TR 8.1) and discuss the meaning of the cards.
- Instruct pairs to place the Homograph Word Cards in a column down the center of their workspace. The Homograph Meaning Cards should go in a stack face down.
- Taking turns, students take the top Homograph Meaning Card from the stack and read it.
- The student should then place the Homograph Meaning Card on one side of the Homograph Word Card that it matches.
- The activity continues until each Homograph Word Card has a Homograph Meaning Card on both sides of it.
- Direct students to open to Activity Page 8.1. They will complete the activity page by writing a sentence for each homograph. Ask students to write sentences that include specific context clues to help the reader identify the correct meaning of the homograph. Ask students to underline the context clues they include in each sentence. Direct students to complete responses in cursive, leaving space between words.
- Read the example to the students:
  - The bass player practiced for hours to prepare for the concert.



**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- The two boys were excited when they caught a large bass in the river over the weekend.

- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback to students on correct use of homographs and correct cursive letter formation. Offer feedback such as
  - “Focus on maintaining consistent slant and angle throughout your writing.”
  - “Check the spacing between your words. Make sure there’s enough room between each word to maintain readability.”



### Activity Page 8.1: Homograph Matches

Collect Activity Page 8.1, and assess students’ ability to write sentences that convey the multiple meanings of the homograph. Use the Grade 3 Foundational Skills Record to track students’ proficiency in the standards assigned to this assessment.

## Lesson 8: Identify and Explain Homographs

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



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



- ✚ Students will identify homographs. **TEKS 3.3.D**



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

### PARTNER READ GEORGE MEETS MR. HENRY (10 MIN.)

- Pair students with reading partners.
- Discuss and summarize Chapters 1, 2, 3. What has happened so far in the story? What happened at the beginning of the story? Who are the main characters in the story? Why are they the main characters? What is the problem in the story? Prompt students to restate the question when responding, for example “In the beginning of the story...”
- Make predictions about what you think will happen next. Tell students to go back into the story and find text evidence to support your prediction.



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## Writing

### Vocabulary

#### Beginning

To help students complete Activity 8.1, give students a starting point for writing sentences with homographs by prompting students to start each sentence with a subject + verb. Remind students to include some context in each sentence so that the meaning of the homograph is clear. Allow students to work with a partner to create their sentences and then practice reading their sentences aloud.

#### Intermediate

Remind students to include some context in each sentence so that the meaning of the homograph is clear. Adding more context clues to help describe the homograph helps the reader to know what the meaning of the homograph is. Have students trade with a partner and read their partner’s sentences aloud.

#### Advanced/ Advanced High

On the back of the paper, think of a homograph that has not been used yet. Write two or more sentences on the back using that homograph. Read the sentences to a partner.

**ELPS 5.F; ELPS 5.G**

## Reader



Pages 35–46

- Tell students that they will partner read Chapter 4 of *George Meets Mr. Henry*, “Patrick Henry.”
- Model fluent reading for a few sentences, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension.
- Pay particular attention to phrasing and grouping words for meaningful expression.
  - Adjust your pitch to emphasize important words or ideas. This helps convey the meaning and emotion in the text.
  - Read at a natural pace, not too fast or too slow. Vary your speed based on the content, slowing down for important details or speeding up for less crucial information.
  - Use pauses to signal transitions between ideas or paragraphs. Pauses allow students to process information and understand the structure of the text.
- Model partner reading with a student volunteer, alternating reading paragraphs and providing assistance to each other as needed.
- Model giving your reading partner feedback, using the sentence stems on PartnerReading Feedback.
- Students will follow these Partner Reading routines.
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about expression. Use the stems provided such as, “You did a great job when you read with expression when George was nervous in the text.”  
Have students repeat these steps back to you and then have them start the Partner Reading routine.
- Direct students to alternate reading paragraphs until the end of Chapter 4.
- Have students evaluate each other’s reading by giving each other positive feedback. Point out the sentence stems on Partner Feedback. Listen for effective student feedback. For example:
  - You did a great job when you read with expression when George was nervous in the text.
  - I liked it when you speed up your rate during action scenes.



**TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **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; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Foundational Skills 9

- You corrected yourself when you made an error.
- The best part of your reading was when you read like George was talking to Patrick Henry.

- Choose strategic pausing points to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:

1. **Literal:** What are some things that are worrying the colonists in Williamsburg at this point in the text? (*food supply and the quartering*)
2. **Inferential:** In the text, there are some homographs that we have highlighted. Look at the homograph *break*. This word has multiple meanings. What is the meaning in this text? What are some of the other meanings of the word break? If needed, use a dictionary for other definitions of break. (*Taking a pause, Patrick Henry talks about wanting to stop practicing for a moment to help him.*)
3. **Inferential:** What can the reader infer about the colonies based on this sentence? "George knew that Britain and its king relied on the colonies to grow bountiful crops and produce the goods England needed." (*The colonies have fertile soil and plenty of land that is able to produce a lot of crops.*)
4. **Inferential:** What words and phrases in the following sentences help the reader understand the meaning of sacrifices? I need to convince some very skeptical people that we are at a moment in our history of great importance. They may disagree with me, but they must understand that our liberty is at stake. (*convince, disagree with me, must understand.*)

- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - The colonists are worrying about...
  - The meaning of break in the text is... Other meanings of break are...
  - The reader can infer...
  - The words \_\_\_\_ help me understand the meaning of sacrifices.
- 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, "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."

End Lesson



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## Reading

### Reading/Viewing Closely

#### Beginning

Ask students to listen carefully to the questions to summarize what they have read: Does this story take place in Virginia? Does this story take place today or in the past? Were the colonists happy about following England's laws? Tell students to ask questions to clarify any information. Provide sentence frames such as The story \_\_[does/does not]\_\_ take place in Virginia.

#### Intermediate

Have students pause every few paragraphs to summarize what they have read to a partner. Provide sentence stems: Patrick Henry was \_\_\_\_\_. The colonists were discontent because \_\_\_\_\_. George realized that \_\_\_\_\_. Ask students to listen carefully to their partner and ask questions to clarify information.

#### Advanced/Advanced High


Have students give one positive piece of feedback to their partner and one positive piece of feedback to give themselves. Instruct students to restate a piece of critical feedback they were given by their partner into a goal that they can aim for next time they read aloud.

**ELPS 4.G; ELPS 3.A;  
ELPS 3.D; ELPS 5.F**

# Additional Support

## MORE HELP WITH HOMOGRAPHS

### Homograph pictionary

- Have students pair up and pick from the homograph list below. One student will draw a picture of the homograph. The other student will write what the picture/homograph is.
    - wind: moving air/to turn or twist something
    - lead: a heavy metal element (sometimes found on the tip of a pencil)/to guide someone in a direction
    - close: to shut/near in space, time, or relationship
    - bass: a type of fish/lowest singing voice
- 

## DECODE AND ENCODE

# Multisyllabic Words Containing Soft 'c'

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will communicate politely to each other while reading and spelling

multisyllabic words with multiple sound-spelling patterns. **TEKS 3.1.E**

Students will read and spell multisyllabic words with multiple sound-spelling patterns and spell high-frequency word *few*.

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

## Reading

Students will read Chapter 5 of *George Meets Mr. Henry* and will listen actively to

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

Students will read multisyllabic words with multiple sound-spelling patterns.

**TEKS 3.2.A.i**

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

and pronunciation. **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

Activity Page 9.1

Practice with Reading and Dictation

**TEKS 3.2.B.iv; TEKS 3.2.D**

Activity Page 9.2

Identify Soft 'c'

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

**TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns; (vii) identifying and reading high frequency words from a research based list; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Soft 'c' Rule	Whole Group	5 min.	❑ Individual Code Chart
Practice with Reading and Dictation	Whole Group	10 min.	❑ Activity Page 9.1 ❑ Grade 3 Foundational Skills Record
<b>Reading</b>			
Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	❑ <i>George Meets Mr. Henry</i> (pp. 47–51) ❑ Anecdotal Reading Record
Wrap Up	Small Group	5 min.	❑ Activity Page 9.2 ❑ Optional: Swim to the Finish Game Board (TR 9.1) ❑ Optional: Swim to the Finish Word Cards (TR 9.2) ❑ Swim to the Finish Directions (TR 9.3)

## ADVANCE PREPARATION

### Foundational Skills

- Have Individual Code Chart available for students to preview and find the /s/ sound.

### 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: *impactful*. Display vocabulary on the board for students to decode.

### Universal Access


- Gather images to support students' understanding of dictation words *icebox*, *cellar*, *impactful*, *liberty*, and *few*.
- Provide visuals that represent impactful, liberty, and few.

Start Lesson


## Lesson 9: Decode and Encode Multisyllabic Words Containing Soft 'c'

# Foundational Skills

15M


 **Primary Focus:** Students will communicate politely to each other while reading and spelling multisyllabic words with multiple sound-spelling patterns. **TEKS 3.1.E**

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

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

## REVIEW SOFT 'C' RULE (5 MIN.)

- Tell students last class, we learned about homographs. Turn to a partner, and brainstorm as many homophone pairs as you can. Remember when talking to your partner to communicate politely and take turns speaking.
- Direct students to retrieve their Individual Code Chart and find /s/.
- Explain 'c' and 'ce' as advanced code spellings for /s/.
- Note that the soft 'c' sound occurs when the letter 'c' is followed by the letters 'i,' 'e,' or 'y.'
- Write the words *celery* and *advice* on the board in cursive. Model proper letter formation. Invite students to write words in cursive in the air with their index finger.
- To promote oral language development have student turn to a partner and

 **TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



## Challenge

In previous lessons, students have learned about VC/V patterns and V/CV patterns for breaking up syllables. Have students look at the word *cycle* closely and decide what sort of pattern it is. Label the vowels and consonants in the word to help. (V/CV pattern)

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## Listening

### Listening Closely

#### Beginning

For the dictation activity, repeat each word as many times as necessary aloud. Encourage students to echo you quietly to themselves.

#### Intermediate

Say the words from the dictation activity aloud. Take turns with a partner defining what each word means. Provide sentence frames such as: The word \_\_\_\_\_ means \_\_\_\_\_.

#### Advanced/Advanced High

For the extra practice with dictation activity, have students think of a sentence using each of the words from the dictation activity. Have students read their sentence aloud to a partner.

### ELPS 2.E

## Challenge

Challenge students to use the dictation words in their own sentences about the Reader text *George Meets Mr. Henry*.

verbally identify the soft 'c' in each word. Encourage students to break up the word into syllables and talk about what syllable the soft 'c' can be found in. (*cel/er/y* and *ad/vice*)

- Invite a student to the board. Direct the student to point to the letter 'c' in *celery* and *advice*.
- Ask: What do you notice about the location of the consonant 'c' in the words? (*The soft 'c' is located in front of an 'e' in celery and advice.*)
- Identify and underline the 'c' that makes the /s/ in each word. Circle the 'i,' 'e,' or 'y' that follows the 'c' that makes the /s/ sound.
- Write the word *cycle* on the board in cursive. Model proper letter formation. Invite students to write words in cursive in the air with their index finger.
- Prompt students to turn to a partner and identify the soft 'c' in each word. Encourage students to break up the word into syllables and talk about what syllable the soft 'c' can be found. (*cy/cle*)
- Invite a student to the board. Direct the student to point to the letter 'c' in *cycle*.
- Ask: What do you notice about the location of the consonant 'c' in the words? (*The soft 'c' is located in front of the 'y' in cycle.*)
- Identify and underline the 'c' that makes the /s/ in each word. Circle the 'y' that follows the 'c' that makes the /s/ sound.
- Write the words *magnificent* and *principals* on the board in cursive. Have students repeat breaking down the word into syllables and finding the soft 'c.' (*mag/nif/i/cent* and *prin/ci/pals*)
- Ask: Why does the 'c' make a soft 'c' sound in both of these words? (*The soft 'c' is located in front of the 'e' in magnificent and in front of the 'i' in principals.*)

## PRACTICE WITH READING AND DICTATION (10 MIN.)

- Direct students to the blank lines. Explain that they will listen as you say each word once, listen again, and then write the word.
  - *fancy*
  - *decimal*
  - *pencil*
  - *cereal*
  - *circus*
- Ask students to write three sentences using the words they wrote.
- Remind students to write words in cursive.



## Activity Page 9.1: Practice with Reading and Dictation

Collect Activity Page 9.1 and assess students' ability to spell words with /s/ spelled with 'c.' Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.'



### Lesson 9: Decode and Encode Multisyllabic Words Containing Soft 'c'

# Reading



**Primary Focus:** Students will read Chapter 5 of *George Meets Mr. Henry* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

Students will read and spell multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.A.i**

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

#### READ *GEORGE MEETS MR. HENRY* (10 MIN.)

- Explain that today students continue reading *George Meets Mr. Henry*. Ask students to retell what they've read in Chapter 4 of *George Meets Mr. Henry*, in logical order. Use sentence stems like "I remember...I noticed...I wonder..."
- Explain that today, students will read Chapter 5 of *George Meets Mr. Henry*, "New from Richmond."
- After hearing the title, "News from Richmond," and thinking about what you have already read, what do you think this chapter is going to be about today? (*Answers may vary.*)
- Tell students that this is the last chapter of the story, *George Meets Mr. Henry*. Have students make a prediction about what they think might happen at the end of this story.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.i** Demonstrate phonological awareness by decoding multisyllabic words with multiple sound-spelling; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

### Challenge

Have students write out predictions on a piece of paper about what might happen at the end of this story, *George Meets Mr. Henry*.

## Support

Look closely at the spelling of the multisyllable word *impactful*. Break down this vocabulary word into syllables: *im/pact/ful*. Look closely at the different parts of this word: *impactful*. The first part is the prefix *im-* (meaning “into”), and the third/ and last syllable is the suffix *-ful* (meaning “full of” or “able to.”)

**impactful, adj.**, having a large effect on something

Example: The cheerleaders lifted the crowd’s spirits and made an impactful difference on the game.

## Sayings and Phrases

**“Give me liberty or give me death!”** is a phrase spoken by Patrick Henry in his speech about why it was time for the colonies to be free from England. By including this phrase, Henry meant that death was preferable to the continued lack of freedom that the colonists were experiencing.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying “Give me liberty or give me death!” Additionally, have students decode any unfamiliar words and discuss the correct pronunciation of each.
- Model how to use the Glossary in the Reader to discover the pronunciation and definition of words in bold. Review the definition together and ask students to share their understanding of the word. Call on a few students to share their thoughts.

Vocabulary Chart for “New from Richmond”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		impactful	
Multiple-Meaning Words			
Sayings and Phrases	“Give me liberty or give me death!”		

- Explain that *George Meets Mr. Henry* contains many high-frequency words. They will come across these common words often as they read, in both the Reader and in many different texts. Learning to recognize these words and how to spell them will improve their overall reading and writing fluency.
- Display this lesson’s high-frequency word: *few*.
- Write the word *few* on the board, read it to the students, and have the students repeat the word *few*. Spell it as a class, and clap out the syllables in the word. Explain the word is one syllable. The last sound makes the /oo/ sound but is spelt ‘ew.’
- Guide the class in reading Chapter 5 and the Author’s Note. Model fluent reading for a sentence or two, using appropriate rate and expression and pausing for

## Reader



Pages 47–55

punctuation. Then, assign students to read pages 47–55. Assign students to read aloud the other paragraphs to the class while their peers follow along.

- Choose strategic pausing points to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Have students listen actively and ask relevant questions to clarify any information from the Reader or strategic prompts. Example prompts include:
  1. **Inferential:** What does it mean when it says that “the cost of freedom might be great”? (*What they are going to have to do for freedom may be difficult and not end well.*)
  2. **Inferential:** What does the word regretting mean? What in the text helps you figure this out? (*Feeling bad about something; in the story, it says George didn’t regret interrupting because they were so impactful, meaning he didn’t feel bad about it.*)
  3. **Evaluative:** Why do you think Patrick Henry’s famous phrase “Give me liberty or give me death” is still important today? (*Answers may vary, but should include ideas about the importance of freedom.*)
- Ensure students draw evidence from the text to support their responses using the following sentence stems:
  - “The cost of freedom might be great” means...
  - The word regretting means \_\_\_\_\_. I know this because of the context clues...
  - “Give me liberty or give me death” is still important today because...
- As you listen to students read, make notes regarding their individual reading ability in the Anecdotal Reading Record and provide immediate and corrective feedback, 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.”

### WRAP UP (5 MIN.)

- Ask students to complete Activity Page 9.2.
- Tell students to write a paragraph using the words in the Word Bank that make /s/ with soft ‘c’ to complete the sentences.
- Remind them to complete their responses in cursive. Offer feedback such as:
  - “Ensure that your letters are properly spaced and don’t run into each other.”
  - “You’re doing well with your cursive! Pay attention to the slant of your letters. Try to keep them all at the same angle.”



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## Reading

### Foundational Literacy Skills

#### Beginning

Show visuals that represent *impactful*, *liberty*, and *few*. Have students work in groups to list words that describe these visuals and practice saying the words to their group. Provide sentence frames such as One word to describe this visual for liberty is \_\_\_\_.

#### Intermediate

In partners, have students do a word association for *impactful* and *few*. For example, students may associate *strong*, *leader*, *construction worker*, and *objects colliding with impactful*. Ask students to use these words in a sentence.

#### Advanced/Advanced High

Have students write a sentence for each word, *impactful* and *few*, that shows its meaning. For example, “An impactful leader will help make a difference in the country.” Ask students to read their sentences to a partner.

**ELPS 4.F; ELPS 1.C;**  
**ELPS 1.D; ELPS 5.F**



### Check for Understanding

Observe gameplay to assess students' ability to successfully decode multisyllabic words with the soft 'c' pattern. Collect Activity Page 9.2 to assess their ability to encode these words.

End Lesson

## Lesson 9: Differentiated Instruction

# Additional Support

### MORE HELP WITH MULTISYLLABIC WORDS CONTAINING SOFT 'C'

#### Play Swim to the Finish

- Move students into pairs.
- Give each pair a copy of the Swim to the Finish Game Board (TR 9.1), Swim to the Finish Word Cards (TR 9.2), and Swim to the Finish Directions (TR 9.3).
- Have each student write their name or initials at the top of a column, or swim lane.
- Explain the game:
- Place cards face down in a pile. Students take turns drawing a card and reading the word on the card.
- When students read their words correctly, they should write a check mark in the next square of their swim lane.
- The first one to the finish line wins! If both students read all of their words correctly, it will be a tie swim meet.
- Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice. You may also choose to use laminated boards and dry erase markers.

## DECODE AND ENCODE

# Multisyllabic Words Containing Soft 'g'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will read and spell multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

**Reading**

- Students will follow, restate, and give oral instructions that involve a series of related sequences of events for partner reading. **TEKS 3.1.B**
- Students will read aloud with appropriate accuracy, rate, and expression. **TEKS 3.1.C; TEKS 3.4**
- Students will collaborate with others to read multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.A.i**
- Students will use print or digital resources to determine meaning, syllabication, and pronunciation. **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

## Activity Page 10.2

## Search and Sort

**TEKS 3.2.A.i**

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **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.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>			
Review Soft 'g' Rule	Whole Group	5 min.	<input type="checkbox"/> Individual Code Chart
Practice with Listen for the Pattern	Whole Group	10 min.	<input type="checkbox"/> Activity Page 10.1
<b>Reading</b>			
Partner Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> <input type="checkbox"/> Partner Reading Feedback <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Whole Group	5 min.	<input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> chart paper or board 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.
- Utilize data to intentionally predetermine reading partners. Consider utilizing the following documents to track and record student progress:
  - Grade 3 Fluency Record
  - Partner Reading Feedback (Unit 1, Lesson 9)
  - Anecdotal Reading Record
- Have Partner Reading Feedback available for students. (Unit 1 Digital Component 9.2) Use these stems to share feedback with your reading partner:
  - You did a great job when you \_\_\_\_\_.
  - I like how you \_\_\_\_\_.
  - I liked it when you \_\_\_\_\_.
  - You corrected yourself when \_\_\_\_\_.
  - The best part of your reading was when you \_\_\_\_\_.

## Universal Access

- Provide an anchor chart detailing the code and rules for when 'g' and 'c' make the soft sounds /j/ and /s/.
- Provide letter tiles for Emergent Bilingual Support and a list of words from this lesson: *ginger, gigantic, generation, gentleman, energy, gymnastics*.

Start Lesson

## Lesson 10: Decode and Encode Multisyllabic Words Containing Soft 'g'

# Foundational Skills

15M

**Primary Focus:** Students will read and spell multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.A.i; TEKS 3.2.B.iv; TEKS 3.2.D**

### REVIEW SOFT 'G' RULE (5 MIN.)

- Tell students last class, we discussed multisyllabic words with multiple-spelling patterns. Turn to a partner, and discuss why the 'c' make a soft 'c' sound in the words *magnificent* and *principals*. (*The soft 'c' is located in front of the 'e' in magnificent and in front of the 'i' in principals.*)
- Direct students to retrieve their Individual Code Chart and find /j/.
- Explain 'g' and 'ge' as advanced code spellings for /j/.
- Note that the soft 'g' sound occurs when the letter 'g' is followed by the letters 'i,' 'e,' or 'y.'
- Write these words ginger and gigantic.
- Prompt students to turn to a partner and identify the soft 'g' in each word. Encourage students to break up the word into syllables and talk about what syllable the soft 'g' can be found. (*gin/ger and gi/gan/tic*)
- Invite a student to the board. Direct the student to point to the letter 'g' in *ginger* and *gigantic*.
- Ask: What do you notice about the location of the consonant 'g' in the words? (*The soft 'g' is located in front of the 'i' in gigantic, and in ginger, it is in front of the 'i' and 'e.'*)

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



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## Listening/Speaking

### Listening Closely/Speaking

#### Beginning

For words being used in this soft 'g' review (*ginger, gigantic, generation, gentleman, energy, and gymnastics*), have students repeat each word as many times as necessary.

#### Intermediate

For words being used in this soft 'g' review (*ginger, gigantic, generation, gentleman, energy, and gymnastics*), have students repeat each word as many times as necessary. In addition, have a list with more words that you can work on with the students. Have students repeat after you, and have them read the words to you.

#### Advanced/Advanced High

For words being used in this soft 'g' review (*ginger, gigantic, generation, gentleman, energy, and gymnastics*), have students repeat each word, look up the definition, and try using the word in a sentence.

**ELPS 2.E; ELPS 3.A;  
ELPS 4.A**

## Support

Remind students that this rule is the same as the rule they learned yesterday with soft 'c.'

## Challenge

What does the word *generation* mean? Invite students to use it in a sentence.



## Support

Create a visual of the letters 'gi', 'ge', and 'gy' bouncing off a pillow for students to remember those letters help to make the soft 'g' sound. Beside it, draw a thick, straight line with the letters 'ga', 'go', and 'gu' on it to show that those letters together make the hard 'g' sound.

## Activity Page 10.1



## Challenge

Challenge students to use each of the dictated words in questions 4 and 5 in a complete sentence.

- Identify and underline 'g' or 'ge' in the words. Circle the 'i,' 'e,' or 'y' that follows the 'g' that makes the /j/ sound.
- Repeat these steps again with different soft 'g' words. Write *gentleman* and *George* on the board in cursive. Model proper letter formation. Invite students to write words in cursive in the air with their index finger.
- Prompt students to turn to a partner and identify the soft 'g' in each word. Encourage students to break up the word into syllables and talk about what syllable the soft 'g' can be found. (*gen/tle/man* and *George*).
- Invite a student to the board. Direct the student to point to the letter 'g' in *gentleman* and *George*.
- Ask: What do you notice about the location of the consonant 'g' in the words? (*The soft 'g' is located in front of the 'e' in the words gentleman and George.*)
- Identify and underline 'g' or 'ge' in the words. Circle the 'i,' 'e,' or 'y' that follows the 'g' that makes the /j/ sound.
- Write the words *energy* and *gymnastics* on the board in cursive.
- Prompt students to turn to a partner and identify the soft 'g' in each word. Encourage students to break up the word into syllables and talk about what syllable the soft 'g' can be found. (*en/er/gy* and *gym/nas/tics*)
- Invite a student to the board. Direct the student to point to the letter 'g' in *energy* and *gymnastics*.
- Ask: What do you notice about the location of the consonant 'g' in the words? (*The soft 'g' is located in front of the 'y' in the words energy and gymnastics.*)
- Identify and underline 'g' or 'ge' in the words. Circle the 'i,' 'e,' or 'y' that follows the 'g' that makes the /j/ sound.

## PRACTICE WITH LISTEN FOR THE PATTERN (10 MIN.)

- Ask students to open to Activity Page 10.1. Focus students' attention on questions 1–3.
- Review the Listen for the Pattern directions:
  - Point out that for each line number, there are four words.
  - As the line number is called out by the teacher, students should take a moment to read the four words.
  - You will say one of the four words, and students should circle the word they hear.
  - After students circle the word they heard, they will turn to a partner and underline the soft 'g' pattern in the word.

- Guide students through questions 1–3, reciting the words *agent*, *digest*, and *stingy*. Review each line before moving to the next word.
- Focus students' attention on questions 4–6 of Activity Page 10.1.
- Explain that they will listen as you say each word once, listen again, and then write the word on the line. Direct students to write each word in cursive.
- After dictating the words, students will again turn to their partner to read the words and underline the soft 'g' pattern.
- Guide students through questions 4–6, reciting the words *engage*, *suggest*, and *gigantic*.
- Ask students to use the words in numbers 4–6 in a sentence.



### Activity Page 10.1: Listen for the Pattern

Collect Activity Page 10.1, and assess students' ability to read and spell words with the soft 'g' sound and spelling pattern. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

## Lesson 10: Decode and Encode Multisyllabic Words Containing Soft 'g'

# Reading

15M

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

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

**TEKS 3.1.C; TEKS 3.4**

Students will read multisyllabic words with multiple sound-spelling patterns.

**TEKS 3.2.A.i**

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

**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; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Have students use letter tiles to build words from a provided list with different soft 'c' and 'g' spellings (e.g., "place," "large"). Provide sentence frames such as "I can build the word \_\_\_\_" or "The letters for \_\_\_\_ are \_\_\_\_."

#### Intermediate

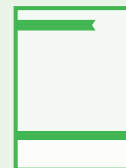
Give students a list of sentences featuring words with soft 'c' and 'g'. In pairs, have them read the sentences aloud and use sentence stems like "I see the soft 'c' in \_\_\_\_" or "The word with soft 'g' is \_\_\_\_" to discuss their observations.

#### Advanced/Advanced High

Have students make a list of words with soft 'c' and 'g'. Show examples of words with soft 'c' and 'g' being used in sentences or poems. Ask students to compose their own poem using words from their list.

**ELPS 4.A**

## Reader



Pages 47–55

## Challenge

Provide students with extra blank cards, and challenge them to create their own homograph cards and meaning cards.

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## Reading

### Reading Fluently

#### Beginning

Partner Emergent Bilingual Students together, and have them read to each other. Remember to read with expression. Focus on appropriate rhythm, emphasis, pitch, tone, and timing.

#### Intermediate

Have students pause every few paragraphs to summarize what they have read. Provide sentence stems: Patrick Henry was \_\_\_\_\_. The colonists were discontent because \_\_\_\_\_. George realized that \_\_\_\_\_.

#### Advanced/Advanced High

Have students give one positive piece of feedback to their partner and one positive piece of feedback to give themselves. Instruct students to restate a piece of critical feedback they were given by their partner into a goal that they can aim for next time they read aloud.

**ELPS 4.G; ELPS 1.B**

## PARTNER READ GEORGE MEETS MR. HENRY (10 MIN.)

- Pair students with intentional reading partners.
- Tell students that today's partner reading of Chapter 5 and the Author's Note will be focused on fluency, which is rate (appropriate pace), accuracy (reading words correctly), and prosody (using phrasing and intonation to convey meaning).
- Model fluent reading for a paragraph, emphasizing proper pacing, expression, and intonation. Demonstrate how to smoothly navigate through the text, maintaining a natural flow that enhances comprehension. Pay particular attention to phrasing and grouping words for meaningful expression.
  1. Adjust your pitch to emphasize important words or ideas. This helps convey the meaning and emotion in the text.
  2. Read at a natural pace, not too fast or too slow. Vary your speed based on the content, slowing down for important details or speeding up for less crucial information.
  3. Use pauses to signal transitions between ideas or paragraphs. Pauses allow students to process information and understand the structure of the text.
- Direct students to the paragraph in the Author's Note beginning with "Historians, people who . . ." and ending with ". . . give me death!"
- Ask: How would you describe the tone that I used to read this text? (*showing strong feeling*)
- Ask: What in the text hints at the tone the narrator might use in this scene? Give specific examples. (*The exclamation point in the sentence "Give me liberty or give me death!" gives us a clue.*)
- Today, students will follow these Partner Reading routines.
  1. Open Reader.
  2. Partner up.
  3. Take turns reading paragraphs.
  4. After reading, provide feedback to your partner about emphasizing proper pace, expression, and intonation. Use the stems provided such as, "I liked it when you read with feeling and expression."
- 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.
- Ask the students to finish reading the passage 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.
- Remind students to practice all aspects of fluency as their partner reads. They should give feedback to their partners based on the sentence stems from Partner Reading Feedback.
- Direct students to alternate reading paragraphs through Chapter 5 and the Author's Note.
- After several minutes, have students evaluate each other's reading by giving each other positive feedback. Point out the sentence stems on Partner Reading Feedback. Listen for effective student feedback. For example:
  - You did a great job when you paid attention to the punctuation marks.
  - I like how you corrected yourself when you made an error.
  - You corrected yourself when you said library instead of liberty.
  - The best part of your reading was when you said, "Give me liberty or give me death!" with enthusiasm.
- Identify trends in student partner reading. Provide the class batch feedback to support future partner reading.



### Check for Understanding

As students read, check to see that partners can follow along in the text with a marker or finger. Note students who may still need practice with rate, accuracy, or prosody.

### Challenge

Challenge partners to find homographs in the text and infer their meaning through context.

### WRAP UP (5 MIN.)

- Direct students to search for and list words in Chapter 1 of the Reader that contain either the soft 'c' or the soft 'g' pattern.
- Display the words, and ask them to share any that they may have missed: *George, Virginia, noticed, vegetable, circled, cellar, large, fascinating, place.*
- Have students open to Activity Page 10.2.
- Direct them to sort and write the words in the correct column. Ask them to underline the patterns for soft 'c' and soft 'g.'
- Remind students to complete responses in cursive.

### Activity Page 10.2





### Activity Page 10.2: Search and Sort

Collect Activity Page 10.2, and assess students' ability to recognize, read, and write words with the soft 'c' and 'g.' Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.



### Check for Understanding

Check to see that students can identify words following the pattern in the text. Ensure that they can write the words correctly in the sort and underline the letters for the pattern.

## Lesson 10: Differentiated Instruction

# Additional Support

### MORE HELP WITH MULTISYLLABIC WORDS CONTAINING SOFT 'G'

- Prompt students to write these words on their whiteboards.
  1. *technology*
  2. *giant*
  3. *genetics*
  4. *apology*
  5. *genuine*
  6. *generations*
- Have students break them up into syllables and circle the soft 'g' on their whiteboards.
  1. *tech/nol/o/gy*
  2. *gi/ant*
  3. *gen/e/tics*
  4. *a/pol/o/gy*
  5. *gen/u/ine*
  6. *gen/er/a/tions*

### Challenge

Challenge students to brainstorm more multisyllabic words containing the soft 'c' and soft 'g' pattern.

End Lesson

## DECODE AND ENCODE

# Multisyllabic Words Containing Digraphs kn, mb, and wr

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will collaborate to spell words with digraphs. **TEKS 3.1.D**

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

Students will alphabetize a series of words to the third letter.

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

## Reading

Students will speak coherently about the Reader *George Meets Mr. Henry* with

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

Students will read and spell multisyllabic words with digraphs.

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

Students will alphabetize a series of words to the third letter. **TEKS 3.2.C**

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

and pronunciation. **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

## Activity Page 11.1

## Alphabetize Digraphs

**TEKS 3.2.C**

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.C** Alphabetize a series of words to the third letter; **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.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 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Practice with Digraphs 'kn', 'mb', and 'wr'	Whole Group	5 min.	<input type="checkbox"/> Individual Code Chart
Practice with Alphabetizing Digraphs	Whole Group	10 min.	<input type="checkbox"/> Digraph Word Cards <input type="checkbox"/> whiteboards <input type="checkbox"/> dry erase markers
<b>Reading</b>			
Practice with Pattern Search	Whole Group	10 min.	<input type="checkbox"/> chart paper or board, paper <input type="checkbox"/> Digraph Word Cards (TR 11.1)
Wrap Up	Whole Group	5 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Grade 3 Foundational Skills Record

## ADVANCE PREPARATION

### Foundational Skills and Reading

- Copy and cut out the Digraph Word Cards for display on the board. You may wish to laminate these for future use.

### Universal Access

- Gather images to support student understanding of words used in this lesson, such as *wrangle*, *kneecap*, and *knapsack*. Explain the idea of being “under the thumb” of someone.

Start Lesson

## Lesson 11: Decode and Encode Multisyllabic Words Containing Digraphs

‘kn,’ ‘mb,’ and ‘wr’

# Foundational Skills



**Primary Focus:** Students will collaborate to spell words with digraphs. **TEKS 3.1.D**

Students will read and spell multisyllabic words with digraphs.

Students will alphabetize a series of words to the third letter.

**TEKS 3.2.B.i; TEKS 3.2.C**

## PRACTICE WITH DIGRAPHS (5 MIN.)

- Tell students last class, we discussed multisyllabic words with multiple-spelling patterns. Turn to a partner, and summarize what you remember about the soft ‘g’ and ‘ge’ sound
- Direct students to open to their Individual Code Chart.
- Review ‘kn’ as an advanced code spelling for /n/. Point out to students that the ‘k’ is silent.
- To promote oracy between students have students break off into small groups and brainstorm words that include these three digraphs ‘kn,’ ‘mb,’ and ‘wr.’ Have students share out words and challenge students to think of more during this lesson.
- Write these words on the board in cursive: *kneecap*, *knapsack*, *knitted*. Encourage students to use their index finger to write the words in the air.

**TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.C** Alphabetize a series of words to the third letter.



- Prompt students to turn to a partner and discuss what they notice in each of these words: *kneecap*, *knapsack*, *knitted*. (Each word has the 'kn' at the beginning of the word. The 'k' is silent, and you can hear the /n/ sound.)
- Identify and underline 'kn' in the words at the beginning of the words.
- Invite students to hold up the number of fingers that represent the number of syllables in the word. Break the words up into syllables. Students should hold up two fingers for all these words:
  - *knee/cap*
  - *knap/sack*
  - *knit/ted*
- Provide a sentence frame to support students' response: There are \_\_\_\_ syllables in the word \_\_\_\_\_. I know this because \_\_\_\_\_.
- Review 'wr' as an advanced code spelling for /r/. Point out to students that the 'w' is silent.
- Write these words on the board in cursive: *wrangle*, *wrecked*, *writing*, *wrung*. Encourage students to use their index finger to write the words in the air.
- Prompt students to turn to a partner and discuss what they notice in each of these words: *wrangle*, *wrecked*, *writing*, *wrung*. (Each word has the 'wr' at the beginning of the word. The 'w' is silent, and you can hear the /r/ sound.)
- Identify and underline 'wr' in the words.
- Invite students to hold up the number of fingers that represent the number of syllables in the word. Break the words up into syllables.
  - *wran/gle*
  - *wrecked*
  - *writ/ing*
  - *wrung*
- Provide a sentence frame to support students' response: There are \_\_\_\_ syllables in the word \_\_\_\_\_. I know this because \_\_\_\_\_.
- Review 'mb' as an advanced code spelling for /m/. Point out to students that the 'b' is silent.
- Write these words on the board: *climb*, *climbing*, *numbed*, *crumbly*. Encourage students to use their index finger to write the words in the air.
- Prompt students to turn to a partner and discuss what they notice in each of these words: *climb*, *climbing*, *numbed*, *crumbly*. (Each word has the 'mb' at the middle or end of the word. The 'b' is silent, and you can hear the /m/ sound.)

## Support

Point out the word *crumbly* to students. The *-ly* added to the end of *crumb* makes it an adverb and a two-syllable word.

- Identify and underline 'mb' in the words.
- Invite students to hold up the number of fingers that represent the number of syllables in the word. Break the words up into syllables.
  - *climb*
  - *climb/ing*
  - *numbed*
  - *crumb/ly*
- Provide a sentence frame to support students' response: There are \_\_\_\_ syllables in the word \_\_\_\_\_. I know this because \_\_\_\_\_.

### PRACTICE WITH ALPHABETIZING DIGRAPHS (5 MIN.)

- Pass out Digraph Word Cards.
- Explain that students will practice alphabetizing a list of words.
- Remind students that if two words start with the same letter, they must look at the second letter. If those letters are the same, they must look at the third letter.
  - Example: *gnarled*, *gnome*
- Point out that words that start with the same digraph can be challenging to alphabetize because they have the same first two letters.
- Model checking the first and second letters to see that they are the same. Demonstrate checking the third letter. Note that the 'a' in *gnarled* comes before the 'o' in *gnome*, so *gnarled* comes before *gnome* in alphabetical order.
- Display the Digraph Word Cards for *kneecap* and *knapsack* on the board. Ask students what to do if the first two letters are the same, such as in these words.
- Model checking the first and second letters to see that they are the same. Demonstrate checking the third letter. Note that the 'a' in *knapsack* comes before the 'e' in *kneecap*, so *knapsack* comes before *kneecap* in alphabetical order.
- Place the word card for *knapsack* above the word card for *kneecap*.
- One at a time, display the rest of the Digraph Word Cards, and enlist student help in placing them in alphabetical order along with the words *knapsack* and *kneecap*.
- Give students three new words to practice alphabetizing on their own: *writing*, *wrangle*, *wrecked*. They can write the words in alphabetical order on whiteboards or on paper.
- Remind students that if the first two letters are the same, they will need to look at the third letter. Look at the alphabet to help remember the correct order.



EMERGENT  
BILINGUAL  
STUDENTS

## Foundational Skills

### Foundational Literacy Skills

#### Beginning

For beginner English learners, practice the alphabet with them. Ask students to recite the alphabet. Direct them to the alphabet on a wall as a visual support.

#### Intermediate

Give students extra practice alphabetizing by giving them three new words to alphabetize: *knit*, *knuckle*, *knot*. After writing them in alphabetical order, have students compare and discuss the order with a partner.

#### Advanced/Advanced High

Give students extra practice alphabetizing by giving them three new words to alphabetize: *knit*, *knuckle*, *knot*. After writing them in alphabetical order, have students check the dictionary to see if they had the order correct.

### ELPS 1.C; ELPS 5.F

## Challenge

Challenge students to brainstorm other words with the digraphs 'mb,' 'kn,' or 'wr,' and identify where they would be placed alphabetically in the existing list.



## Foundational Skills

### Writing/Vocabulary

#### Beginning

Have students work in small groups to create a sentence that includes a 'kn,' 'mb,' or 'wr' word.

#### Intermediate

Have students work with a partner to write 3–5 sentences that each include a 'kn,' 'mb,' or 'wr' word.

#### Advanced/Advanced High

Have students work independently to create sentences that include each 'kn,' 'mb,' or 'wr' word from the Reader. Then have students read their sentences to a partner.

**ELPS 5.B**

### Challenge

Have students check if the previous six word cards were in the correct order by using a dictionary. Dictionaries are in alphabetical order.

#### Reader



Pages 11–22

- Ask: Out of these words, *writing*, *wrangle*, *wrecked*, which word goes first? Which goes second? Which goes third? (*wrangle*, *wrecked*, *writing*)



### Check for Understanding

Check to see that students can correctly pronounce the digraphs and place the words alphabetically based on the third letter.

## Lesson 11: Decode and Encode Multisyllabic Words Containing Digraphs 'kn,' 'mb,' and 'wr'

# Reading

15M

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

Students will read and spell multisyllabic words with digraphs.

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

Students will alphabetize a series of words to the third letter. **TEKS 3.2.C**

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

### PRACTICE WITH PATTERN SEARCH (10 MIN.)

- Ask students to reread Chapter 2 of the Reader *George Meets Mr. Henry* with a partner. When discussing the Reader, remind students to speak at an appropriate rate and volume while maintaining eye contact.
- Direct them to search for and list six words in Chapter 2 of the Reader that contain the digraphs 'kn,' 'mb,' or 'wr.'
- Display the words, and ask them to share any that they may have missed: *knee*, *knew*, *know*, *wrong*, *crumb*, *thumb*.



**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.C** Alphabetize a series of words to the third letter; **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.

- Have students speak coherently to their partners about each word. Talk about what the word would say if they didn't have a silent letter at the beginning.

### WRAP UP (5 MIN.)

- Using the Digraph Word Cards (TR 11.1) *knee, knew, know, wrong, crumb, thumb*, ask students to help you put the words in alphabetical order. Optionally, discuss where *crumb* and *thumb* would go, although they do not need to be alphabetized to the third letter. (*crumb, knee, knew, know, thumb, wrong*)
- Direct students to write the words from the Digraph Word Cards (TR 11.1) alphabetically on Activity Page 11.1.
- Direct students to the extended response section. Read the directions: Write a response to the following: Describe what the town of Williamsburg was like in this story. Use text evidence to support your answer.
- Remind them to complete their responses in cursive. Offer feedback such as:
  - “Focus on keeping your letters of uniform size and proportion.”
  - “Remember to keep your letters consistently sized. Try making your ‘b’ a bit taller to match the height of your other letters.”



### Activity Page 11.1: Alphabetize Digraphs

Collect Activity Page 11.1, and assess students' ability to correctly use the focus digraphs as they encoded. Check to see that the words are written in alphabetical order. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

End Lesson

### Activity Page 11.1



### Challenge

Challenge students to add words that would require alphabetizing to the fourth letter, such as *knee, knew, and wrapped*.

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## Lesson 11: Differentiated Instruction

# Additional Support

### MORE HELP WITH DIGRAPHS 'KN,' 'MB,' AND 'WR'

#### Board sort

- Select ten to nine digraphs with silent consonant words from the following list. Write the words on the board in alphabetical or random order.
    1. *knuckle*
    2. *climber*
    3. *wrinkle*
    4. *jumble*
    5. *limber*
    6. *knowing*
    7. *wrapped*
    8. *wrath*
    9. *numbing*
  - Give students lined paper folded into three columns. Have them write one spelling for 'kn', 'wr', 'mb' at the top of each column.
  - Ask students to sort the words into columns based on the spelling alternatives.
  - Note: If students need additional scaffolding, underline the target spelling in each word.
-

## REVIEW SPELLING RULES

# Double the Final Consonant

## PRIMARY FOCUS OF LESSON

**Foundational Skills**


Students will collaborate with others to read and spell words with suffixes that

 change the base word by doubling the final consonant. **TEKS 3.1.D**

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

 doubling the final consonant. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

**Reading**

 Students will speak coherently about the Reader *George Meets Mr. Henry* with appropriate eye contact, speaking rate, volume, and enunciation. **TEKS 3.1.C**

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


 doubling the final consonant. **TEKS 3.2.A.vi; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Activity Page 12.1

## Practice Making Words with –ed, –ing

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

 Add: **TEKS 3.1.D** Work collaboratively with other by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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>			
Practice Making Words with <i>-ed</i> , <i>-ing</i>	Whole Group	5 min.	❑ Activity Page 12.1
Build a Word	Independent	10 min.	❑ Activity Page 12.2
<b>Reading</b>			
Read <i>George Meets Mr. Henry</i>	Whole Group	15 min.	❑ <i>George Meets Mr. Henry</i> (pp. 35–46) ❑ Anecdotal Reading Record

## ADVANCE PREPARATION

### Foundational Skills

- Set up intentional partners to work on Activity Page 12.1 together. Reading
- Preview the section of the Reader that will be read during this lesson. Consider having students use sticky notes to mark any unfamiliar vocabulary words or phrases.

### Universal Access

- Display an anchor chart with rules for adding suffixes. Refer to the rule for doubling the final consonant and provide examples.
- Provide images and examples for the words *wondering*, *pressure*, *frustrated*, and *demanded* for Emergent Bilingual Students.

Start Lesson

## Lesson 12: Review Spelling Rules: Double the Final Consonant

# Foundational Skills

15M

**Primary Focus:** Students will collaborate with others to read and spell words with suffixes that change the base word by doubling the final consonant. **TEKS 3.1.D**

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

### REVIEW SUFFIX SPELLING: DOUBLE THE FINAL CONSONANT (5 MIN.)

- Tell students last class, we learned about multisyllabic words with digraphs. Turn to a partner, and discuss what these words have in common: *kneecap*, *knapsack*, *knitted*. (Each word has the 'kn' at the beginning and each has a silent 'k' sound.)
- Write the word *scrub* on the board. Ask students to turn to a partner to share how to turn *scrub* into the word *scrubbing*.
- Remind students that one-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix is added. If the letters are not doubled, then the vowel sound in the base word would change from short to long.

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





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Consider completing the doubling chart as a class or small group with Emergent Bilingual Students if they need more support with this concept of doubling the final consonant.

#### Intermediate

Check doubling chart as a class or small group. Have students brainstorm more single syllable short vowel words to add and double the suffix ending as a small group. Have students take turns reading the words aloud.

#### Advanced/Advanced High

Have students brainstorm more single syllable short vowel words to add and double the suffix ending independently. Then have students share their list with a partner and compare.

#### ELPS 1.C

## Activity Page 12.1



- Write the word *scrubbing* on the board in cursive. Model proper letter formations. Invite students to write words in cursive in the air with their index finger.
- Ask: What is the base word in the word *scrubbing*? (*scrub*) What is the suffix? (*-ing*)
- Underline the suffix *-ing* in the word *scrubbing*.
- Ask: How many syllables are in the word *scrub*? (*one*) Does it have a short or long vowel? (*short*)
- Reiterate that because *scrub* is a one-syllable word that has a short vowel sound and ends in a single consonant, we double the 'b' before adding the *-ing*. *Scrub* turns to *scrubbing*. Circle the double 'b' in *scrubbing*.
- Write *scrubbing* without the double consonant on the board. (*scrubbing*)
- Ask: How would we pronounce this word differently if we hadn't doubled the consonant? (*It would have the long 'u' sound /oo/.*)
- Guide students through the same process but a different suffix at the end of *-ed*.
- Call on a student to quickly write the word *hummed* on the board in cursive. Invite the rest of the students to write words in cursive in the air with their index finger.
- Ask: What is the base word in the word *hummed*? (*hum*) What is the suffix *-ed*?
- Underline the suffix *-ed* in the word *hummed*.
- Ask: How many syllables are in the word *hum*? (*one*) Does it have a short or long vowel? (*short*)
- Reiterate that because *hum* is a one-syllable word that has a short vowel sound and ends in a single consonant, we double the 'm' before adding the *-ed*. *Hum* turns to *hummed*. Circle the double 'm' in *hummed*.
- Write *hummed* without the double consonant on the board. (*hummed*)
- Pass out Activity Page 12.1.

- Prompt students to work with a partner to practice doubling the consonant and adding the suffix on their activity page. Use these base words: *plan*, *beg*, *stop*. If time allows, encourage partners to discuss and create more words that double the consonant and add a suffix.
- Check students' lists and spelling as a class.

### PRACTICE WITH BASE WORD + SUFFIX (10 MIN.)

- Ask students to open to Activity Page 12.2.
- Point to the first word, *chop*. With students, check to see that the word has a short vowel and ends in a single consonant.
- Point to the last column in the first row, and note that when *-ing* is added, the final consonant is doubled. Circle the double 'p.'
- Direct students to complete the rest of Activity Page 12.2 independently. Remind them to check each base word for a short vowel sound and a single consonant at the end before adding the suffix.
- Before collecting Activity Page 12.2, ask students to identify the two base words that did not follow the rule for doubling the consonant (*bump* and *yell*). Discuss what makes these two base words different. (*They both end in two consonants rather than a single consonant.*)
- Read the directions of the next section: Write a paragraph using new words you created in the box above. Write in cursive with correct grammar structure and spacing.
- Ask students to work independently as you circulate, monitor progress, and offer feedback based on grammar structure and spacing. Provide immediate and corrective feedback on cursive letter formation such as "Ensure that your letters are properly spaced and don't run into each other."



### Activity Page 12.2: Build a Word

Collect Activity Page 12.2, and assess students' ability to correctly spell the new words with a double consonant (if the words follow the double the consonant rule). Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

### Activity Page 12.2



### Challenge

Challenge students to add more words that follow the doubling the final consonant rule to the chart.



## Reading

## Reading/Viewing Closely

## Beginning

Show images and give examples for the words *wondering*, *pressure*, *frustrated*, and *demanded*. Ask students to share what connections they see among the meanings of these words.

## Intermediate

Ask students to retell how George shows curiosity in the story. Provide a sentence starter: George is curious when \_\_\_\_.

## Advanced/Advanced High

Ask students to find examples of *curiosity* in the text with a partner. Ask students to provide examples from other texts about individuals that have exhibited curiosity. Draw cross-curricular connections by asking students to use the word *curiosity* to discuss something they have learned in another subject (science, social studies, art, etc.).

ELPS 4.1; ELPS 1.A

## Reader



Pages 35–46

## Lesson 12: Review Spelling Rules: Double the Final Consonant

## Reading

15M

**Primary Focus:** Students will speak coherently about the Reader *George Meets Mr. Henry* with appropriate eye contact, speaking rate, volume, and enunciation.

**TEKS 3.1.C**

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

**READ GEORGE MEETS MR. HENRY (10 MIN.)**

- Explain that today we are going to be looking back into Chapter 4, “Patrick Henry,” in *George Meets Mr. Henry*. Ask students to retell what they remember from the story. Prompt students to use the sentence stems “First...Then...Next...”
- In this lesson, we have discussed when we double the final consonant. Remind students that a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix is added. If the letters are not doubled, then the vowel sound in the base word would change from short to long.
- Prompt students to look for words that have double final consonants and a suffix. Direct students to partner up and alternate reading sentences until the end of Chapter 4.
- Have students turn and talk to speak coherently about Chapter 4, “Patrick Henry”. When discussing the Reader or strategic prompts, remind students to speak at an appropriate rate and volume while maintaining eye contact. Have students discuss the characters in the chapter. What is the problem? Was there any solution?

**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping ‘e,’ changing ‘y’ to ‘i,’ and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping ‘e,’ changing ‘y’ to ‘i,’ and doubling final consonants.

## WRAP UP (5 MIN.)

- Direct students to search for and list two words in Chapter 4 of the Reader that double the final consonant and add *-ing* or *-ed*.
- Ask students to share the words they found.
- Display the words, and ask them to share any that they may have missed: *stopped, letting*
- Ask: Why do these words have double consonants? (*They both have short vowels.*)

End Lesson

## Support

Remember some words might already have double letters in the word before this rule (e.g., *passed*)

## Challenge

What words have a suffix *-ing* or *-ed* added that did not double the final consonant?

## Lesson 12: Differentiated Instruction

# Additional Support

### MORE HELP WITH DOUBLING THE FINAL CONSONANT

- Prompt students to practice doubling the consonant and adding the suffix on their whiteboards or on a sheet of paper. Use these base words: *fit*, *hop*, *rob*.
- Have students make three columns. The top of the column should be labeled base word, + -ed, + ing.

base words	+ <b>-ed</b>	+ <b>-ing</b>
fit hop rob	fitted hopped robbing	fitting hopping robbing

## REVIEW

# Spelling Rules: Drop Final 'e' & Change 'y' to 'i'

## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

Students will read and spell words with suffixes that change the base word by changing 'y' to 'i.' **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

Students will alphabetize a series of words to the third letter. **TEKS 3.2.C**

## Reading

Students will reread Chapter 5 of *George Meets Mr. Henry* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

Students will read and spell words with suffixes that change the base word by changing 'y' to 'i.' **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

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

## FORMATIVE ASSESSMENT

## Activity Page 13.1



## Drop the 'e'

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

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.2.C** Alphabetize a series of words to the third letter; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Suffix Spelling: Drop the 'e'	Whole Group	2 min.	
Practice with Dropping the 'e'	Whole Group/ Independent	5 min.	<input type="checkbox"/> large index card <input type="checkbox"/> Activity Page 13.1 <input type="checkbox"/> Grade 3 Foundational Skills Record <input type="checkbox"/> Optional: craft sticks with <i>-ing</i> and <i>-ed</i> <input type="checkbox"/> Optional: Base Word and Suffix Cards (TR 13.1)
Review Suffix Spelling: Changing 'y' to 'i'	Whole Group	3 min.	
Practice with Board Sort	Whole Group/ Independent	5 min.	<input type="checkbox"/> Activity Page 13.2 <input type="checkbox"/> Optional: Words Ending in 'y' (TR 13.2)
<b>Reading</b>			
Read <i>George Meets Mr. Henry</i>	Whole Group	10 min.	<input type="checkbox"/> <i>George Meets Mr. Henry</i> <input type="checkbox"/> Anecdotal Reading Record
Wrap Up	Independent	5 min.	<input type="checkbox"/> Activity Page 13.3

## ADVANCE PREPARATION

### Foundational Skills

- Prepare a large index card with *-ing* written on one side and *-ed* on the other for modeling purposes.

### 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: *impactful*. Display vocabulary on the board for students to decode.

### Universal Access

- Display an anchor chart with rules for adding suffixes. Refer to the rule for dropping the final 'e,' and provide examples.
- Optional: Have students use craft sticks instead of their fingers to cover the e in words. Write the suffix *-ing* on the end of one side of a craft stick. Write the suffix *-ed* on the other side. Prepare one craft stick per student.
- Optional: Copy and cut out one set of the Base Word and Suffix Cards (TR 13.1). Feel free to laminate these for future use.

Start Lesson

## Lesson 13: Review Spelling Rules: Drop Final 'e' & Change 'y' to 'i'

# Foundational Skills

15M

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

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

changing 'y' to 'i.' **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

Students will alphabetize a series of words to the third letter. **TEKS 3.2.C**

### REVIEW SUFFIX SPELLING: DROP THE 'E' (2 MIN.)

- Tell students last class, we learned about spelling rules. Turn to a partner, and discuss what happens to the spelling of a one-syllable word with a short vowel sound and a single consonant ending when the suffix is added. (*They change to a double-letter spelling at the end.*)
- Write the word *please* on the board. Using the large index card with *-ing* written on it, cover up the 'e' in *please*, making the word *pleasing*. Write this word on the board.



EMERGENT  
BILINGUAL  
STUDENTS

### Foundational Skills

#### Foundational Literacy Skills

##### Beginning

In small groups, have students discuss if a new word is a real word or not and why. Provide sentence frames such as: I think the word \_\_\_\_ is not a real word because \_\_\_\_\_. (e.g., *maked* is not a real word because we say *made*).

##### Intermediate

With a partner, have students explain when a new word is not a real word and why it is not a real word (e.g., *maked* is not a real word because we say *made*). Try adding *-ing* or *-ed* to these words: *run* and *swim*. After adding the suffixes, talk about which word is not the real word and why. Provide sentence frames such as: I think \_\_\_\_ is not a real word because \_\_\_\_.

##### Advanced/Advanced High

Brainstorm more words that adding *-ing* or *-ed* makes it not a real word. Write the words down and then read them aloud to a partner.

**ELPS 1.C**

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.2.C** Alphabetize a series of words to the third letter.



### Activity Page 13.1



#### Support

Encourage students needing additional support to say the new words quietly and/or work with a partner.

#### Support

Provide a personal size copy of the alphabet for students needing additional support with alphabetizing.

- Remind students that when a word ends in silent 'e' and you add a vowel suffix like *-ed*, *-er*, and *-ing*, you drop the 'e.'
- Using the large index card with *-ing* written on it, cover up the 'e' in *please*, making the word *pleasing*. Write this word on the board.
- Do this with the *-ed* side of the card and write *pleased* on the board.
- Remind students that *please* is the base word and *-ing* and *-ed* are vowel suffixes.
- Repeat with the word *make*. Note that although *making* is a word, *maked* is not.

### PRACTICE WITH DROPPING THE 'E' (5 MIN.)

- Ask students to open to Activity Page 13.1.
- Tell students that they will be adding the suffixes *-ing* and *-ed* to base words to make new words.
- Ask students to use their finger to cover the 'e' on the base word *please* and think of how to create a new word *pleasing*. Have students write that word in the *-ing* column. (Optional: Have students use premade craft sticks, with *-ed* written on one side and *-ing* on the other, instead of their finger to cover the e.)
- Draw students' attention to the example in the second row, *make*. Remind students that adding the suffix *-ed* to this base word did not create a real word. Note the 'X' in the column under *-ed*.
- They should write the new words in the correct columns. If a new word is not a real word, students should place an 'X' in that space.
- Direct them to write the three words provided in alphabetical order at the bottom of the activity page. Review alphabetizing to the third letter as needed.
- Remind students to complete all responses in cursive. 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: Drop the 'e'

Collect Activity Page 13.1, and assess students' ability to correctly spell the new words by dropping the 'e' before adding the suffix. Check to see that students can alphabetize words to the third letter. Use the Grade 3 Foundational Skills Record to track students' proficiency in the standards assigned to this assessment.

#### REVIEW SUFFIX SPELLING: CHANGE 'Y' TO 'I' (3 MIN.)

- Write the word *strawberry* on the board. Ask students to turn to a partner to share how to turn this into the word *strawberries*.
- Remind students that when a word ends with a consonant and 'y,' we change the 'y' to 'i' before adding a suffix. Reiterate that this rule does not apply to the suffix *-ing* because it would double the 'i.'
- Write the word *colony* on the board in cursive. Underline the 'n' before the 'y.'
- Ask: *Colony* is our base word. Is there a consonant or a vowel before the final 'y'? Will we need to change the 'y' to an 'i' before we add a suffix? (*'n' is a consonant, so we will need to change the 'y' to an 'i' before adding a suffix.*)
- Write the word *colonies* on the board.

#### PRACTICE WITH BOARD SORT (5 MIN.)

- Ask students to open to Activity Page 13.2.
- Read the directions to the students: Sort the base words into the correct columns: *pretty, holiday, delivery, activity, replay*.
- Model with the examples: *strawberry, highway*.
- Direct students to complete the rest of the table independently.
- After the words are sorted, ask students to choose a word from the table, apply the spelling rule, and write a sentence using the word.
- Remind students to complete all responses in cursive. Provide feedback such as "Check the spacing between your words. Make sure there's enough room between each word to maintain readability."
- If time, pass out Words Ending in 'y' (TR 13.2) and have students add more words to their table.

#### Challenge

Pass out Base Word and Suffix Cards (TR 13.1) and ask students to sort the cards and rewrite on paper the base words using the suffix *-ing* or *-ed*.



## Activity Page 13.2: Board Sort

After the Reading portion of the lesson, collect Activity Page 13.1 and 13.2 to assess students' ability to recognize the pattern for changing 'y' to 'i' and correctly spell words with this pattern.

### Lesson 13: Review Spelling Rules: Drop Final 'e' & Change 'y' to 'i'

# Reading

15M

**Primary Focus:** Students will reread Chapter 5 of *George Meets Mr. Henry* and will listen actively to answer and discuss questions about the text. **TEKS 3.1.A**

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

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

#### READ GEORGE MEETS MR. HENRY (10 MIN.)

#### Reader



Pages 47–52

- Explain that today, students will reread Chapter 5 of *George Meets Mr. Henry*, "New from Richmond."
- Tell students that this is the last chapter of the story, *George Meets Mr. Henry*.
- 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 the word.

**impactful, adj.,** having a large effect on something

Example: The cheerleaders lifted the crowd's spirits and made an impactful difference on the game.

- Conduct a brief discussion about the different words and phrases in the chart, including the meaning of the saying "Give me liberty or give me death." For example, show the words and ask students what prior knowledge they may have about these words and where they might have seen them.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping 'e', changing 'y' to 'i', and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

- Model how to use the Glossary in the Reader to discover the pronunciation and definition of the word *impactful*. Discuss the different sounds in the pronunciation. 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 “New from Richmond”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		impactful	
Multiple Meaning Words			
Sayings and Phrases	“Give me liberty or give me death!”		

- Guide the class in reading Chapter 5. Model fluent reading for a sentence or two, using appropriate rate, expression, and pausing for punctuation.
  - Choose strategic pausing points to check for comprehension as well as to check for their ability to use context to determine the meaning of unfamiliar or multiple-meaning words. Example prompts include:
  - Ask: In this lesson, you have discussed dropping the ‘e’ to add a suffix. Can you find any words in the text that follow this rule? (*believed/believe* = drop the e + add –ed; *including/ include* = drop the e + –ing; *convincing/convince* = drop the e + –ing)
  - Ask: In this lesson, you have also discussed changing ‘y’ to ‘i’ to add a suffix. Can you find any words in the text that follow this rule? (*colonies/colony*; drop the y + ies)
1. **Inferential:** What words best describe George based on this sentence from Chapter 5: “George fed the chickens and did his other chores back at home, including scrubbing the floors and running more errands for his parents.” (*hardworking, responsible, thoughtful*)
  2. **Evaluative:** What details in the text help the reader understand what George thought of Patrick Henry’s speech? (*He was proud that he had played a small part in helping Mr. Henry convince other colonists that it was time to look ahead to a bright future and a new country.*)
  3. **Literal:** What did you learn about the American Revolution based on this chapter? (*Answers may vary, but should include the ideas of Americans remember this phrase today, and remember that the right to vote, have a say in our government, and express our ideas freely make America a special place to live.*)

## Challenge

In Lesson 12, you learned about doubling final consonants. Look in this chapter to find more words that follow this rule.

- Ensure students draw evidence from the text to support their responses. Provide sentence stems as needed such as:
  - Based on the sentence in chapter 5, the best words to describe George are...
  - One detail that helps the reader understand what George thought of Patrick Henry's speech is... Another is...
  - I learned that...

### WRAP UP (5 MIN.)

- Have students open to Activity Page 13.3.
- Instruct students to answer the Reader Response questions, writing neatly in cursive, leaving space between words.
- Circulate and monitor to check for correct letter formation in cursive. Provide immediate and corrective feedback. 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."

End Lesson

### Activity Page 13.3





## 14

# Fluency Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will speak politely to each other while reading multisyllabic words with multiple sound-spelling patterns. **TEKS 3.1.E**

Students will read multisyllabic words with multiple sound-spelling patterns. **TEKS 3.2.A.i**

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

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 3.4**

## FORMATIVE ASSESSMENT

Activity Page 14.1

Fluency Assessment

**TEKS 3.4**

Activity Page 14.2

Fluency Assessment Questions

**TEKS 3.4**

**TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns; **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 3.5** Self-select text and read independently for a sustained period of time; **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>			
Self-Sustained Reading	Independent	15 min.	<input type="checkbox"/> Recreational reading options <input type="checkbox"/> Optional: Swim to the Finish Game Board (TR 9.1) <input type="checkbox"/> Optional: Swim to the Finish Word Cards (TR 9.2) <input type="checkbox"/> Optional: dry erase markers <input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.2)
<b>Reading</b>			
Unit 9 Fluency Assessment	Individual	15 min.	<input type="checkbox"/> Activity Pages 14.1, 14.2 <input type="checkbox"/> Unit 9 W.C.P.M. Calculation Sheet (TR 14.1) <input type="checkbox"/> Grade 3 End-of-Year Summary <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 9.

### Foundational Skills

- Optional: Prepare student pairings to play Swim to the Finish.
- Optional: Gather copies of the Swim to the Finish Game Board (one for each student pair). These game boards were also used in Lesson 9.
- Optional: Make one set of Swim to the Finish Word Cards for each pair.

### Reading

- Gather books of varying complexity for students to choose from during Self-Sustained Reading time.
- Make copies for students of the Self-Sustained Reading Tracker (TR 14.2). Students will record their reading progress as they read independently.
- Consider both quantitative and qualitative factors when selecting book options. Offer a variety of genres. Encourage students to explore any books that interest them regardless of their reading level.

### Universal Access

- Differentiate the degree of difficulty by preparing different sets of word cards based on student mastery of unit skills.
- Have students play Swim to the Finish Game (TR 9.1-TR 9.3) with partners as a review before the assessment.

## Lesson 14: Fluency Assessment

# Foundational Skills



**Primary Focus:** Students will speak politely to each other while reading

multisyllabic words with multiple sound-spelling patterns. **TEKS 3.1.E**

Students will read multisyllabic words with multiple sound-spelling patterns.

**TEKS 3.2.A.i**

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

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

time. **TEKS 3.5**

## SELF-SUSTAINED READING (15 MIN.)

- Tell students last class, we reviewed spelling rules. Turn to a partner, and discuss what happens to words that end in silent 'e' when you add a vowel suffix like *-ed*, *-er*, and *-ing*. (You drop the 'e'.)
- Direct students to quiet reading time. Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as breaking the text into chunks and sketching a quick picture to demonstrate the key parts of each text chunk.
- Students will continue reading as you pull individual students for fluency testing.
- Students should record their reading progress on their own copy of the Self-Sustained Reading Tracker (TR 14.2).

## Support

Consider providing audio books for students to listen to as they read along to a grade level text.

## Challenge

Challenge students to write down comprehension questions for their text for others to answer.

**TEKS 3.1.E** Develop social communication such as conversing politely in all situations; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns; **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 3.5** Self-select text and read independently for a sustained period of time.



### Check for Understanding

Encourage students to use a journal to keep track of the books they are reading and the page numbers they are on. Students may want to also record important ideas and connections to the story as they read.

### PLAY SWIM TO THE FINISH (OPTIONAL)

- Move students into pairs. Remind students to speak politely to their partner and take turns while playing the game.
- Give each pair a copy of the Swim to the Finish Game Board (TR 9.1), Swim to the Finish Word Cards (TR 9.2), and Swim to the Finish Directions (TR 9.3).
- Have each student write their name or initials at the top of a column, or swim lane.
- Explain the game:
- Place cards face down in a pile. Students take turns drawing a card and reading the word on the card.
- When students read their words correctly, they should write a check mark in the next square of their swim lane.
- The first one to the finish line wins! If both students read all of their words correctly, it will be a tie swim meet.
- Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice. You may also choose to use laminated boards and dry erase markers.



## Lesson 14: Fluency Assessment

# Reading



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

### FLUENCY ASSESSMENT (15 MIN.)

- Explain that students will be called individually to take their Fluency Assessment. While they are waiting their turn, they will play a game to review the unit skills. Students should use whisper voices because their peers will be concurrently testing as they play the review game.
- 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 text. Students with proficient fluency should be able to complete the text in this amount of time. Instruct students to work coherently and complete the comprehension questions after reading the text.
- Have one student at a time come to a quiet assessment area to read "Sweet Treats" with you.
- Ask the student for Activity Page 14.1 (Fluency Assessment) and Activity Page 14.2 (Fluency Assessment Questions).
- Tell the student that you are going to ask them to read the text aloud.
- Explain that you are going to use a watch to see how long it takes them to read the text. Tell the student that this is not a race; they should read at their regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact start time in minutes and seconds on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate elapsed time.
- As the student reads the text, make a running record on the copy with the student's name using the following guidelines:

### Activity Page 14.1



<b>Word Read Correctly</b>	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. 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 text, write the exact finish time in minutes and seconds on your record sheet. Ask students to complete the questions on Activity Page 14.2.
- Alternatively, if you are using a stopwatch, simply write down the elapsed time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the text. (Three minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also, write down either the finish time or the elapsed time.
- Repeat this process for additional students.



### Activity Page 14.2: Fluency Assessment

#### Activity Page 14.2



If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the Unit 9 W.C.P.M. Calculation Sheet.

To calculate a student's exact W.C.P.M. score, follow the described steps:

- First, complete the Words section of the W.C.P.M. Calculation Sheet (TR 14.1).
- Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where they stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole text, including the title, use 351 words as your total. If the student did not finish the text, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.

- Count the uncorrected mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time they lost making the correction, but not for the initial mistake.)
- Subtract Uncorrected Mistakes from Words Read to get Words Correct.
- Next, complete the Time section of the activity page.
- Calculate elapsed time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
- Divide Words Correct by Time in Seconds. Then, multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

As you evaluate W.C.P.M. scores, here are some factors to consider:

- It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2017 for 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):

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

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

End Lesson

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## Lesson 14: Differentiated Instruction

# Additional Support

### MORE HELP WITH FLUENCY

#### **Differentiated Instruction**

Provide books of varying complexity for students to choose from during Self-Sustained Reading time. Consider both quantitative and qualitative factors when selecting book options. Offer a variety of genres. Encourage students to explore any books that interest them regardless of their reading level.

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# Reading & Spelling Assessment

## PRIMARY FOCUS OF LESSON

### Foundational Skills

- Students will read and write multisyllabic words with digraphs. **TEKS 3.2.A.ii; TEKS 3.2.B.i; TEKS 3.2.D**
- Students will read words with prefixes. **TEKS 3.2.A.v**  
Students will read and write words with suffixes by dropping 'e,' changing 'y' to 'i,' and doubling final consonants. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.2.D**
- Students will spell homophones. **TEKS 3.2.B.ii; TEKS 3.2.D**
- Students will alphabetize a series of words to the third letter. **TEKS 3.2.C**
- Students will identify meanings of words with affixes. **TEKS 3.3.C**  
Students will identify, use, and explain the meaning of synonyms and antonyms. **TEKS 3.3.D**

### Reading

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

## FORMATIVE ASSESSMENT

### Activity Page 15.1

### Reading Assessment

- TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.3.C**  
**TEKS 3.3.D**

### Activity Page 15.2

### Spelling Assessment

- TEKS 3.2.B.i; TEKS 3.2.B.ii;**  
**TEKS 3.2.B.vii; TEKS 3.2.D**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (ii) spelling homophones; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.2.C** Alphabetize a series of words to the third letter; **TEKS 3.3.C** Identify the meaning of and use words with affixes; **TEKS 3.3.D** Identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Reading Assessment	Whole Group	10 min.	<input type="checkbox"/> Activity Page 15.1 <input type="checkbox"/> Grade 3 End-of-Year Summary <input type="checkbox"/> Reading Assessment Scoring and Analysis (TR 15.1)
Spelling Assessment	Whole Group	10 min.	<input type="checkbox"/> Activity Page 15.2 <input type="checkbox"/> Grade 3 End-of-Year Summary <input type="checkbox"/> Spelling Assessment Scoring and Analysis (TR 15.2) <input type="checkbox"/> colored pencils
<b>Reading</b>			
Self-Sustained Reading	Independent	10 min.	<input type="checkbox"/> Recreational reading options <input type="checkbox"/> Self-Sustained Reading Tracker (TR 14.2)

## ADVANCE PREPARATION

### Note to Teacher

- Today, you will complete the multipart Unit 9 Assessment. The Reading and Spelling portion of the Assessment takes place during the first 20 minutes of this lesson. Once students have completed the assessment, they will have time for Self-Sustained Reading. Use time in this lesson to finish working with students who did not complete the Fluency Assessment in the previous lesson.

### Foundational Skills

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

### Reading

- Consider preparing games used in previous lessons in this unit for review to be available as an optional activity after assessments.
- Gather books of varying complexity for students to choose from during Self-Sustained Reading time. Students should continue listing out books read on the Self-Sustained Reading Tracker (TR 14.2)

### Universal Access

- Provide audiobooks or books in students' home languages as options for Self-Sustained Reading.

## Lesson 15: Reading and Spelling Assessment

## Foundational Skills

20

**Primary Focus:** Students will read and write multisyllabic words with digraphs.

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

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

Students will read and write words with suffixes by dropping 'e,' changing 'y' to 'i,'

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

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

Students will alphabetize a series of words to the third letter. TEKS 3.2.C

Students will identify meanings of words with affixes. TEKS 3.3.C

Students will identify, use, and explain the meaning of synonyms and antonyms.

TEKS 3.3.D

## UNIT 9 READING ASSESSMENT (10 MIN.)

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

1. certainly	7. served
2. gentleman	8. replied
3. knowingly	9. beautifully
4. wrangle	10. beginning
5. climbing	11. imprint
6. livingroom	12. nonsense

## Activity Page 15.1



## Challenge

Challenge students to identify the pattern or phonic element from Unit 9 that is included in each of the words from the assessment.

## Challenge

Invite students to write jokes or riddles using words from the assessment.

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

- Direct students to write a synonym for the words in questions 13 and 14 and an antonym for the words in questions 15 and 16.
- For questions 17 and 18, ask students to circle the word that makes the most sense in the given sentence.
- Remind students to complete any written responses in cursive.

## Activity Page 15.2



### SPELLING ASSESSMENT (10 MIN.)

- Tell students last class we read “Sweet Treats.” Turn to a partner, and discuss what you remember about that story.
- Have students open to Activity Page 15.2.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Direct students to complete their responses in cursive.
- Repeat this procedure with each of the remaining words.

1. night	8. wrapping
2. knight	9. combing
3. there	10. kneeling
4. their	11. providing
5. they're	12. happiest
6. exciting	13. controlled
7. vegetable	

- Direct students attention to the lines at the bottom of the activity page. Read the directions aloud. Clarify that students will alphabetize *knuckle*, *knew*, and *knock* on the lines provided.
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

- Clarify that, for the final item, students will be writing the three words in alphabetical order.



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

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

### Lesson 15: Reading and 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.)

- Students will be reading independently and quietly while peers continue to take the Fluency Assessment.
- Transition students to Self-Sustained Reading time.
- Use a previously established protocol for selecting recreational reading materials.
- Allow students to find comfortable places around the classroom to read.
- Remind students of the expectations for quiet independent reading and the importance of building reading stamina.
- Provide suggestions for how students can maintain focus while reading, such as taking a quick break to practice a breathing exercise and then returning to their text.
- Remind students to record their reading progress on the Self-Sustained Reading Tracker (TR 14.2).

#### Support

Consider providing audio books for students to listen to as they read along to a grade level text.

#### Challenge

Challenge students to write down comprehension questions for their text for others to answer.



## Check for Understanding

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

---

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 9. Analyze the results from the Unit 9 Assessments in the two previous lessons and determine which skills in the unit students need to review. Pause here and spend 1 day providing targeted acceleration in the specific areas of weakness. This is also a good time to expand the abilities of students who can go further and need a challenge. Students can do any combination of the exercises listed below in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

## PAUSING POINT TOPIC GUIDE

### More Synonyms and Antonyms

Antonyms Match Puzzle Page 133  
..... Additional Support Lesson 2

### More Help with Homophones and Homographs

Homophone Toss Page 133  
..... Additional Support Lesson 6

### More Help with Affixes

Break and Make Page 133  
.....

### Multisyllabic Words

Play Swim to the Finish Page 134  
..... Additional Support Lessons 9

**More Help with Tricky and High Frequency words** Page 135

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## MORE HELP WITH SYNONYMS AND ANTONYMS

### Play Antonym Match Puzzles

- Distribute the Antonym Match Puzzle Pieces, making sure that each piece distributed has a match.
- Ask students to move about the room and find the person who has an antonym for their word.
- Once all pairs have been created, ask each pair to read their antonyms aloud.
- Optional: Redistribute the puzzle pieces and repeat. For this round, time students to see how long it takes them, then redistribute the puzzle pieces and challenge them to beat their time.

---

## MORE HELP WITH HOMOPHONES AND HOMOGRAPHS

### Play Homophone Toss

- Display the Homophone Cards on the board or an open wall.
- Split the class into two teams.
- Students will take turns tossing the ball at the Homophone Cards.
- When the ball hits a card, the student should use that word correctly in a sentence. If they are successful, they get a point for their team.
- Alternate teams until all students have had a turn.
- The team with the most points at the end wins the game!

---

## MORE HELP WITH AFFIXES

### Play Break and Make

- Display a list of the highlighted words from above and others that are in the rest of Chapter 3 of the Reader: *hoping, raced, becoming, served, realized, taking, excited, leaving, preparing, believed, silenced, ruling*.
- Shuffle the Base Word and Suffix Cards and distribute one to each student. Ask students with a base word card to find a student with a suffix card that creates the word from the text. For example, the student with the card that says hope should find someone with an *-ing* suffix card, and the student with the card that says race should find someone with an *ed* suffix card.
- Once all students have paired up, each pair should stand up, put their cards together (covering the 'e'), and display the new word.



- Check to see that students can identify words following the pattern in text. Assess students' ability to combine the base word with the suffix to create a new word that has dropped the 'e.'

### **MORE HELP WITH MULTISYLLABIC WORDS**

#### **Play Swim to the Finish**

- Move students into pairs.
- Give each pair a copy of the Swim to the Finish Game Board and a set of Swim to the Finish Word Cards.
- Have each student write their name or initials at the top of a column, or swim lane.
- Explain the game:
  - Place cards face down in a pile. Students take turns drawing a card and reading the word on the card.
  - When students read their words correctly, they should write a check mark in the next square of their swim lane.
  - The first one to the finish line wins! If both students read all of their words correctly, it will be a tie swim meet.
- Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice. You may also choose to use laminated boards and dry erase markers.

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

- The following box contains all of the High-Frequency Words for Unit 9.

father	plant
own	only
along	few

- The following box contains all of the Tricky Words for Unit 9.

Williamsburg	immediately
Virginia	gone
Massachusetts	



# Teacher Resources

Grade 3	Foundational Skills 9
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# 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 9

TR 2.1 Antonym Match Puzzle Pieces

TR 5.1 Context Clues Strategy

TR 6.1 Homophone Cards

TR 8.1 Homograph Word Cards

TR 8.2 Homograph Meaning Cards

TR 9.1 Swim to the Finish Game Board

TR 9.2 Swim to the Finish Word Cards

TR 9.3 Swim to the Finish Directions

TR 11.1 Digraph Word Cards

TR 13.1 Base Word and Suffix Cards

TR 13.2 Words Ending in 'y'

TR 14.1 Unit 9 W.C.P.M. Calculation Sheet

TR 14.2 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 Skills Strand











Appendix B: Grade 3 Scope and Sequence

Appendix C: Using Chunking to Decode Multisyllable Words

Texas Essential Knowledge and Skills Correlation Chart













English Language Proficiency Standards Correlation Chart








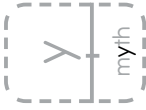







# GRADE 3 INDIVIDUAL CODE CHART

<b>/p/</b>			
<b>/b/</b>			
<b>/t/</b>			
<b>/d/</b>			






o\_e move

o do

ui fruit

ou soup

ue blue

ew new

u\_e tune

u student

oo soon

/oo/

u push

oo look

/oo/

ow now

ou shout

/ou/

oy toy

oi oil

/oi/

aw paw

au Paul

/aw/

ough caught

ough bought

al wall


# 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>
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:



# Grade 3 Foundational Skills Record

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

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

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

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

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

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

# Grade 3 Fluency Record

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

[illegible]

# Grade 3 End-of-Year Summary

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

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

Student names																				
Unit 1	PAA																			
	PAB																			
	FA																			
	RA																			
	SA																			
Unit 2	FA																			
	RA																			
	SA																			
Unit 3	FA																			
	RA																			
	SA																			
Unit 4	FA																			
	RA																			
	SA																			
Unit 5	FA																			
	RA																			
	SA																			
Unit 6	FA																			
	RA																			
	SA																			
Unit 7	FA																			
	RA																			
	SA																			
Unit 8	FA																			
	RA																			
	SA																			
Unit 9	FA																			
	RA																			
	SA																			
Unit 10	FA																			
	RA																			
	SA																			

## ANECDOTAL READING RECORD—UNIT 9

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

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

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

TR 2.1

## Antonym Match Puzzle Pieces

Cut each antonym pair apart like puzzle pieces. Consider laminating for future use

<b>heavy</b>	<b>light</b> 
<b>day</b>	<b>night</b>
<b>small</b>	<b>large</b>
<b>start</b>	<b>finish</b>
<b>wealthy</b>	<b>poor</b>
<b>brave</b>	<b>cowardly</b>
<b>more</b>	<b>less</b>
<b>agree</b>	<b>disagree</b>
<b>smiled</b>	<b>frowned</b>
<b>remember</b>	<b>forget</b>



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

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

TR 5.1

## Context Clues Strategy

1. Identify the unknown word.
2. Stop and reread the sentence, paying close attention to the words around the unknown word.
3. Identify any context clues (synonyms, antonyms, examples).
4. Make an educated guess about the word's meaning.
5. Substitute your word or phrase in the sentence. Does it make sense?

Example: "His two brothers ate their breakfast of steaming cornmeal mush and dried apples from the root cellar. George was very hungry and smiled gratefully at his mother when she filled his bowl."

- Identify the unknown word.
- Reread the sentence. What words give us clues about the meaning of *gratefully*?
- Make an educated guess about what it might mean.
- Replace the word *gratefully* with your guess to check the meaning.


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

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

TR 6.1

## Homophone Cards

Cut these cards out in preparation for Homophone Toss (Lesson 6) and (Lesson 7). You may wish to laminate them for future use.

<b>their</b>	<b>there</b> 
<b>they're</b>	<b>to</b>
<b>too</b>	<b>two</b>
<b>new</b>	<b>knew</b>
<b>passed</b>	<b>past</b>
<b>by</b>	<b>bye</b>
<b>one</b>	<b>won</b>
<b>paste</b>	<b>paced</b>
<b>forth</b>	<b>fourth</b>
<b>be</b>	<b>bee</b>



**here**

**hear**

**side**

**sighed**

**break**

**brake**

**seem**

**seam**

**might**

**mite**

**meet**

**meat**

**herd**

**heard**

**need**

**knead**

**not**

**knot**

**steak**

**stake**

**your**

**you're**



**write**

**right**

**would**

**wood**

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

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

TR 8.1

## Homograph Word Cards

Prepare one set of these for each partner group. You may wish to laminate for future use.

**break**

**cry**



**head**

**express**

**show**

**part**

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

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

TR 8.2

## Homograph Meaning Cards

Prepare one set of these for each partner group. It may be helpful to make these a different color than the Homograph Word Cards. You may wish to laminate for future use.

**to come apart or split into pieces**



**to shed tears**

**the upper part of the body**

**to share your feelings or opinions**

**to point out or direct attention to**

**the role of a character in a play or movie**

**a short rest from work or study**

**a loud shout**

**to go in a certain direction**

**traveling at high speed**

**a theatrical presentation**

**the line where hair separates**

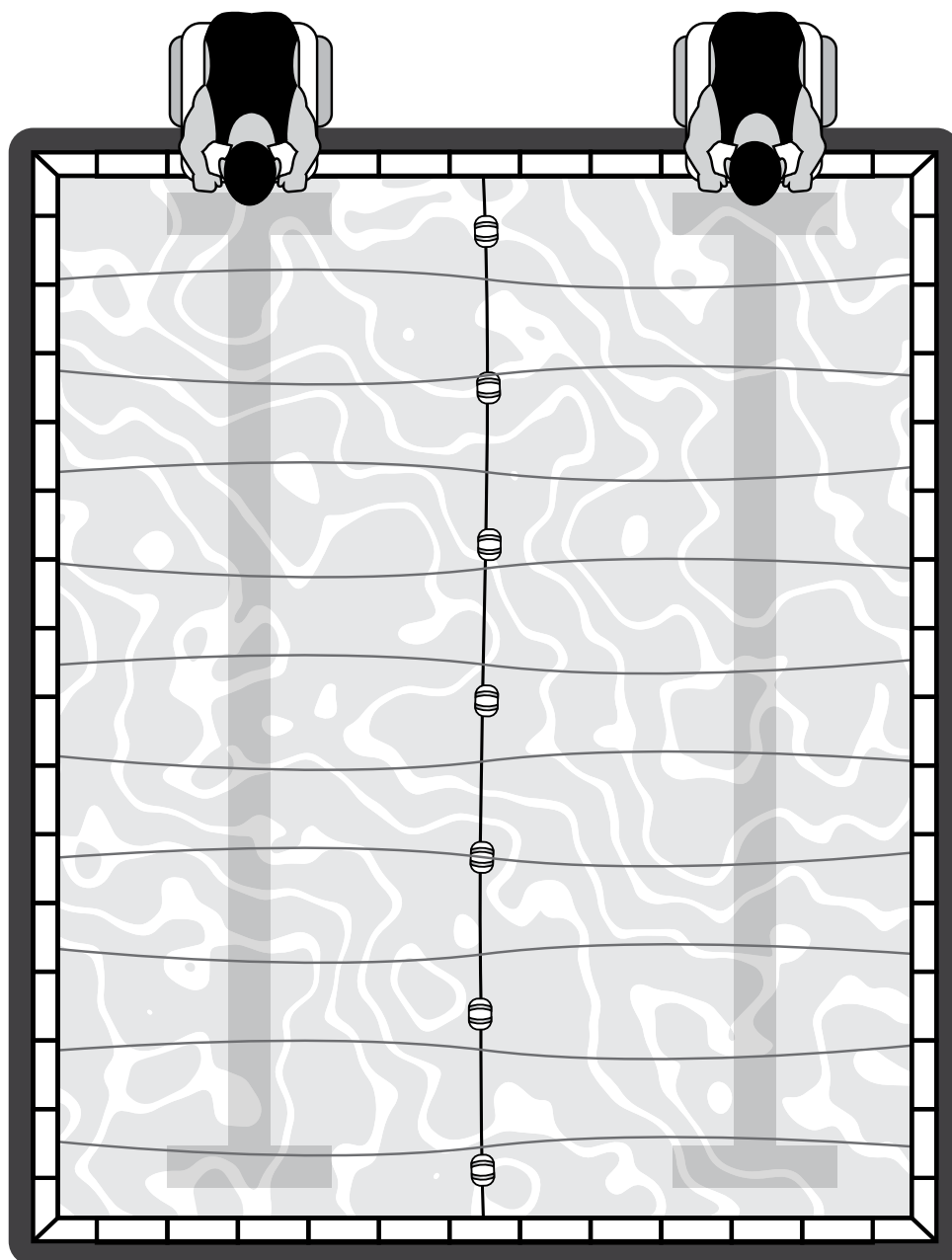
NAME: \_\_\_\_\_

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

TR 9.1

## Swim to the Finish Game Board

**S T A R T**



**F I N I S H**

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

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

TR 9.2

## Swim to the Finish Word Cards

Cut out cards for each student pair.

**cellar**

**decimal**



**concentrate**

**pencil**

**citizens**

**cereal**

**replace**

**circus**

**circle**

**cancel**

**icebox**

**cyclone**

**exciting**

**accept**

**fancy**

**concept**

**cycle**

**concert**

**spicy**

**circumvent**



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

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

TR 9.2

CONTINUED

## Swim to the Finish Word Cards

Copy and cut out word cards. Cut out cards for each student pair.

**concentrate**

**urgent**

**citizens**

**gentle**

**replace**

**courage**

**exciting**

**deciding**

**concept**

**preparing**

**impress**

**believed**

**impending**

**ruling**

**nonstick**

**happiest**

**nontoxic**

**colonies**

**careful**

**scrubbing**

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

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

TR 9.3

## Swim to the Finish Directions

- Move students into pairs. Provide each pair with a Swim to the Finish Game Board and a set of Swim to the Finish Word Cards.
- Review the game instructions:
  - Place cards face down in a pile. Students take turns drawing a card and reading the word on the card.
  - When students read their words correctly, they should use a dry erase marker or pencil to write a check mark in the next square of their swim lane.
  - The first one to the finish line wins! If both students read all of their words correctly, it will be a tie swim meet.
  - Have students play one full round of the game. If time allows, they can shuffle the cards and play again, marking spaces with an 'X' or other marking of their choice. You may also choose to use laminated boards and dry erase markers.
- Consider allowing students to switch partners after each round of the game

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

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

TR 11.1

## Digraph Word Cards

Cut out word cards to display on the board.

**knitted**

**wrung**



**kneecap**

**knapsack**

**wrangle**

**wrecked**

**writing**

**know**

**wrong**

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

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

TR 11.1  
CONTINUED

## Digraph Word Cards

Cut out word cards to display on the board.

<b>thumb</b>	<b>gnome</b>
<b>crumb</b>	<b>gnarled</b>
<b>knee</b>	<b>knew</b>

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

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

TR 13.1

## Base Word and Suffix Cards

Copy and cut out one set of word cards. Distribute one to each student.

<b>hope</b>	<b>ing</b>
<b>race</b>	<b>ing</b>
<b>become</b>	<b>ing</b>
<b>serve</b>	<b>ing</b>
<b>realize</b>	<b>ing</b>
<b>take</b>	<b>ing</b>
<b>excite</b>	<b>ing</b>
<b>decide</b>	<b>ing</b>
<b>live</b>	<b>ed</b>
<b>leave</b>	<b>ed</b>
<b>prepare</b>	<b>ed</b>
<b>believe</b>	<b>ed</b>
<b>rule</b>	<b>ed</b>



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

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

TR 13.2

## Words ending in 'y'

**highway**

**holiday**



**strawberry**

**pretty**

**delivery**

**activity**

**replay**

**satisfy**

**destroy**

**century**

**library**

**victory**

**spray**

**loyalty**

**liberty**

**tray**

**mystery**

**nursery**

**family**

**policy**

## Unit 9 W.C.P.M. Calculation Sheet

Story: "Sweet Treats" Total words in story: 351

Words	Time
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Words Read</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Uncorrected Mistakes</div> </div> <hr style="border: 1px solid black; margin: 10px 0;"/> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div>Words Correct</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Minutes</div> </div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Seconds</div> </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>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-around; 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;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>Time in Seconds</div> </div>
<div style="text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>WCPM</div> </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> <div style="text-align: center; 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="text-align: center; margin: 0 10px;">× 60 =</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div>WCPM</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

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

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

TR 14.2

## 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.

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

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

# TR 15.1

CONTINUED

	Phonemes	Spelling Pattern
1. certainly	/s/ /er/ /t/ /ae/ /n/ /l/ /ee/	Soft 'c'
2. gentleman	/j/ /e/ /n/ /t/ /l/ /m/ /a/ /n/	Soft 'g'
3. knowingly	/n/ /ou/ /i/ /ng/ /l/ /ee/	Digraph 'kn'
4. wrangle	/r/ /ae/ /n/ /g/ /ə/+/l/	Digraph 'wr'
5. climbing	/k/ /l/ /ie/ /m/ /i/ /ng/	Digraph 'mb'
6. livingroom	/l/ /i/ /v/ /i/ /ng/ /r/ /oo/ /m/	Hard 'g'
7. served	/s/ /er/ /v/ /d/	Drop Final 'e'
8. replied	/r/ /ee/ /p/ /l/ /ie/ /d/	Change 'y' to 'i'
9. beautifully	/b/ /ue/ /t/ /i/ /f/ /u/ /l/	Double final consonant
10. beginning	/b/ /ee/ /g/ /i/ /n/ /i/ /ng/	Double final consonant
11. imprint	/i/ /m/ /p/ /r/ /i/ /n/ /t/	Prefix <i>im-</i>
12. nonsense	/n/ /o/ /n/ /s/ /e/ /n/ /s/	Prefix <i>non-</i>
13. aroma	/ə/ /r/ /oe/ /m/ /ə/	synonym
14. starving	/s/ /t/ /ar/ /v/ /i/ /ng/	synonym
15. start	/s/ /t/ /ar/ /t/	antonym
16. brave	/b/ /r/ /ae/ /v/	antonym
17. nonstick	/n/ /o/ /n/ /s/ /t/ /i/ /k/	Prefix <i>non-</i>
18. meaningful	/m/ /ea/ /n/ /i/ /ng/ /f/ /u/ /l/	Suffix <i>-ful</i>

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

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

TR 15.2

## Spelling Assessment Scoring and Analysis

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

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

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

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

# TR 15.2

CONTINUED

	Spelling Patterns
1. night	Homophone
2. knight	Homophone
3. there	Homophone
4. their	Homophone
5. they're	Homophone
6. exciting	Soft 'c' / Drop final 'e'
7. vegetable	Soft 'g'
8. wrapping	Digraph <i>wr</i>
9. combing	Digraph <i>mb</i>
10. kneeling	Digraph <i>kn</i>
11. providing	Drop final 'e'
12. happiest	Change 'y' to 'i'
13. controlled	Double final consonant
14. knew, knock, knuckle	Alphabetize a series of words

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

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

## Unit 9 Tricky Word Assessment (Optional)

Student Name: \_\_\_\_\_

Instructions: This is an optional assessment of Tricky Words and high-frequency words reviewed in this unit. At the end of Unit 9, show the student the Tricky Word List which follows this record. Ask the student to read each word from the list, proceeding in order from top to bottom.

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row he or she is reading. As the student completes a row, he or she should slide the paper down just enough to read the next row.

Record the student's performance on each word in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

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

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

Tricky Word/ High-Frequency Word	End of Unit 9 Assessment: Date _____
1. father	
2. own	
3. open	
4. along	
5. plant	
6. last	
7. only	
8. young	
9. few	
10. Williamsburg	
11. Virginia	
12. Massachusetts	
13. immediately	
14. gone	

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

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

## Unit 9 Tricky Word Assessment List

1. father
2. own
3. open
4. along
5. plant
6. last
7. only
8. young
9. few
10. Williamsburg
11. Virginia
12. Massachusetts
13. immediately
14. gone

## ACTIVITY BOOK ANSWER KEY

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

1.1

Activity Page

### Sentence Changers

Use a thesaurus to replace the bolded words in each sentence with a synonym. Rewrite the sentence with the synonym to make a new sentence with a similar meaning. Write neatly in cursive, leaving spaces between words.

Example:

The **fat** cat ate his **yummy** food.

The **obese** cat ate his **delicious** food.

1. It was a **chilly** day in the **small** town.

*It was a cold day in the little town.*  
*It was a freezing day in the tiny town.*

2. The **calm** child sat **silently** in the waiting room.

*The tranquil child sat quietly.*  
*The peaceful child sat soundlessly.*

3. The **rich** man was very **considerate**.

*The wealthy man was very kind.*  
*The affluent man was very caring.*

Foundational Skills 9

1

4. The **skinny** tigers seemed to be **hungry** and in need of a shelter.

*The thin tigers seemed to be starving*  
*and in need of a shelter.*  
*The bony tigers seemed to be famished*  
*and in need of a shelter.*

Foundational Skills 9

2

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

2.1

Activity Page

### Sentence Changers

Choose a word or words in the sentence to replace with an antonym. Rewrite the sentence for clarity and detail to show a different meaning. Write in cursive and use correct grammar structure and spacing.

Example:

George woke up in the early morning darkness.

George slept in until the early afternoon sunlight woke him up.

1. He **pulled** the heavy quilt up to his nose and shivered.

*He pushed the heavy quilt away from him*  
*because he was sweating.*

2. Bring your father his meal **first**.

*Bring your father his meal last, so*  
*he can finish his job.*

Foundational Skills 9

3

3. Williamsburg, Virginia, in 1775 was a very **exciting** place to be.

*Williamsburg, Virginia, in 1775 was*  
*a very boring place to be because there*  
*wasn't any technology.*

Foundational Skills 9

4



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

2.2

Activity Page

## Reader Response

Answer the questions below. Use the text to help explain your answers. Write neatly in cursive, leaving space between words.

1. What can the reader infer about George based on the way he acted when helping his mother?

*A lot was happening in Virginia at this time. George found it fascinating listening to the heated discussions about the British King's new taxes and the new laws the king was imposing. He could not focus on the chores his mother asked him to do. he was sweating.*

2. "The arguments in the shops, inns, and even the streets of town were becoming increasingly **heated**." What words in this sentence help the reader understand what the word **heated** means? What is the best definition of **heated** as used in this section of the text?

*The words arguments and increasingly help the reader know that heated means that people are talking about something and getting angry. The townspeople were not happy about the new taxes and laws being enforced by the British King.*

Foundational Skills 9

5

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

2.3

Take-Home

## Synonyms and Antonyms

Dear Family Member,

In this unit, students have learned about synonyms (words with the same meaning) and antonyms (words with the opposite meaning). Ask students to share with you any words that are synonyms and words that are antonyms. Ask your student to think of times they have used synonyms or antonyms when they speak or write in order to show importance or vary their vocabulary. In this activity, students will read the sentence and change the bolded words with a synonym and antonym to match each bolded word. Write the new words in a sentence next to synonyms and antonyms. Write neatly in cursive, leaving spaces between words.

1. It was a **hot** day out by the pool.

Synonym: *It was a summery day out by the pool.*

Antonym: *It was a chilly day out by the pool.*

2. The tree had a **humongous** shadow because it was so tall.

Synonym: *The tree had a huge shadow because it was so tall.*

Antonym: *The tree had a tiny shadow because it was so tall.*

3. The little girl loved dressing up in **vibrant** dresses and hats.

Synonym: *The little girl loved dressing up in colorful dresses and hats.*

Antonym: *The little girl loved dressing up in dark dresses and hats.*

Foundational Skills 9

7

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

3.1

Activity Page

## Practice with *im-* and *non-*

<i>im-</i> (into or not)	polite
	port
	migrate
	pending
<i>non-</i> (not)	sense
	stop
	stick
	toxic

Make two new words by adding the prefix *im-* to one of the words on the right. Write the meaning of the new word neatly in cursive.

1. New word: *impending*  
Meaning: *about to happen*
2. New word: *import*  
Meaning: *bury from another place*

Foundational Skills 9

9

Make two new words by adding the prefix *non-* to one of the words on the right. Write the meaning of the new word neatly in cursive.

3. New word: *nonsense*  
Meaning: *foolish*
4. New word: *nonstop*  
Meaning: *to keep going*

5. What do you think George's father meant when he said, "Freedom is more valuable than anything else"? Use text evidence to support your response. Write neatly in cursive, leaving spaces between words.

*George's father meant that freedom to make choices is valuable. People appreciate opportunities for their voices to be heard. Even George said, "He felt like a valuable part of his family when he got to help make decisions." So, he could understand what his father meant by making choices being valuable.*

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Foundational Skills 9

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

4.1

Activity Page

### Dictation

Listen carefully to the phrase your teacher recites. Write the phrase on the line and underline the suffix *-ful*. Then, write a complete sentence using the phrase you just heard. Write neatly in cursive, leaving space between words.

1. playful puppy
2. beautiful day
3. peaceful nap
4. joyful dancer
5. careful jumper

Foundational Skills 9

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

4.2

Take-Home

### Adding Prefix *non-*, *im-* or Suffix *-ful*

Dear Family Member,

Your student has been learning about prefixes and suffixes. In lesson 3, students learned about the prefix *non-* meaning 'not' and *im-* meaning 'into' or something means 'not'. In lesson 4, students learned about the suffix *-ful* meaning 'full of or able to'. Please ask your student to complete each word with either the prefix at the beginning, *non-* or *im-*, or the suffix at the end *-ful*. Sketch a picture below each word to show its meaning. Challenge your student to look for words with prefixes and suffixes in the stories they are reading, on billboards when driving, or in other text they come across in everyday life.

Color <u>ful</u>	<u>non</u> profit
<u>non</u> renewable	<u>im</u> pact <u>ful</u>
<u>im</u> port	help <u>ful</u>

Foundational Skills 9

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

5.1

Activity Page

### Practice with Context Clues Strategy

Read each paragraph. For each question, use the context clues strategy, to help you solve the meaning of the unknown word. Write neatly in cursive, leaving spaces between words.

#### Context Clues Strategy

1. Identify the unknown word.
2. Stop and reread the sentence, paying close attention to the words around the unknown word.
3. Identify any context clues (synonyms, antonyms, examples).
4. Make an educated guess about the word's meaning.
5. Substitute your word or phrase in the sentence. Does it make sense?

Example:

"His feet raced, along with the ideas in his head. He had been hearing people talk about the discontent in the colonies for a while now, expressing their unhappiness with England. So why were things suddenly becoming more urgent?"

- A. Identify the unknown word: discontent

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- B. Reread the sentence. Make an educated guess about what *discontent* might mean.

bad feeling

- C. What word(s) helped you to make this educated guess?

unhappiness

- D. Substitute your word or phrase in the sentence. Does it make sense?



6. "His feet raced, along with the ideas in his head. He had been hearing people talk about the discontent in the colonies for a while now, expressing their unhappiness with England. So why were things suddenly becoming more urgent?"

- A. Identify the unknown word: urgent

- B. Make an educated guess about what *urgent* might mean.

important

- C. What word(s) helped you to make this educated guess?

suddenly

- D. Substitute your word or phrase in the sentence. Does it make sense?



7. "If we lose our ties with England, where will I get the *goods* I sell in my shop? We can't make items like that here in the colonies."

- A. Identify the unknown word: goods

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- B. Make an educated guess about what *goods* might mean.

products

- C. What part or parts of the surrounding text helped you to make this educated guess?

sell in my shop, can't make items like that

- D. Substitute your word or phrase in the sentence. Does it make sense?



8. "Would they go live on a farm? He didn't think his father knew how to plant fields of *crops*, and George was certain that he didn't want to be taking care of any more chickens!"

- A. Identify the unknown word: crops

- B. Make an educated guess about what *crops* might mean.

plants grown as food

- C. What part or parts of the surrounding text helped you to make this educated guess?

plant fields, live on a farm

- D. Substitute your word or phrase in the sentence. Does it make sense?



9. George's uncle *silenced* the man. "Quiet! Not everyone here in Williamsburg agrees with you. Some people would be angry to hear you talk like that!"

- A. Identify the unknown word: silenced

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- B. Make an educated guess about what *silenced* might mean.

quieted, hushed

- C. What part or parts of the surrounding text helped you to make this educated guess?

to hear you talk like that; quiet!

- D. Substitute your word or phrase in the sentence. Does it make sense?



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Foundational Skills 9

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

5.2

Take-Home

### Use Context to Define Unfamiliar Words

Dear Family Member,

Your students have been learning about how to determine the meaning of unfamiliar words using context clues. In class, students learned about stopping to notice an unfamiliar word, rereading the sentence, paying close attention to the word, using words around it to help, making educated guesses, and asking if it makes sense. For this take-home activity, students should gather different forms of text: cookbooks, mail, magazines, letters, or books. Then, students should skim the text searching for unfamiliar words. Have students write the unfamiliar words they find and then have them write what the word means on the line under it. Talk about how you know that is the correct meaning as a family. Write neatly in cursive, leaving spaces between words.

1. Unfamiliar word: answers may vary

Meaning: answers may vary

2. Unfamiliar word: answers may vary

Meaning: answers may vary

Foundational Skills 9

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3. Unfamiliar word: answers may vary  
Meaning: answers may vary

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Foundational Skills 9

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

6.1 Activity Page

### Fill in the Blank with Homophones

Read the sentences below. Fill in the sentence with the correct homophone. Write the word neatly in cursive. Use context clues to help decide which homophone fits in the sentence best.

1. There is a restaurant that we should try for dinner tonight. (Their/There/They're)
2. Athena wants to go and ride bikes at the park tomorrow afternoon. (to/too/two)
3. Rebecca went to the grocery store to buy some meat for dinner. (meet/meat)
4. Everett will write his name on top of the paper so that the teacher knows it is his homework. (write/right)

Foundational Skills 9

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5. Write a response to the following:

Explain how breaking ties with England could cause problems for the colonists. Use text evidence to support your response. Write neatly in cursive, leaving spaces between words.

Colonists would have to figure out where they would live and work. They would also have to figure out how they would get supplies for things they needed. In chapter 3, George showed he was worried about these problems when he said "How could he do his job without the supplies sent from England? What would happen to his family if his father couldn't work in town?"

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Foundational Skills 9

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

6.2 Activity Page

### Chapter 3 Paraphrase

On the lines below, paraphrase Chapter 3 of *George Meets Mr. Henry*. Write neatly in cursive, leaving spaces between words.

When George got to his uncle's inn, he heard people talking to each other about the colonies wanting to cut ties with England. George thought about how the colonists would be affected if they did cut ties with England. Then, George noticed his uncle listening to a man talk. When George got closer, he heard the man talk about how the colonists won't pay the king's taxes or give up easily. George agreed with the man. As George was leaving the inn, he overheard that Patrick Henry was in town to give a speech about the colonies standing up to England's rules.

Foundational Skills 9

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

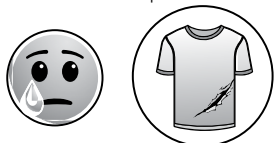
7.1 Activity Page

### Homograph Picture Match

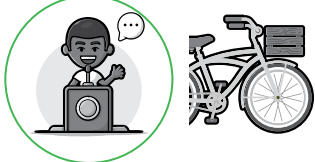
Circle the picture that shows the correct meaning of the homograph in the sentence. Then underline or highlight the word(s) in the sentence that helped you determine which picture matched how the underlined word was used in the sentence.

Example:

1. There was a small tear in his shirt from playing basketball, and he wasn't sure it could be repaired.



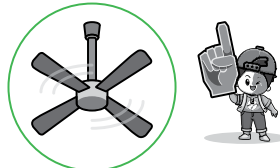
2. Patrick Henry spoke to many important people at the convention, but he still did not get the answer he was looking for.



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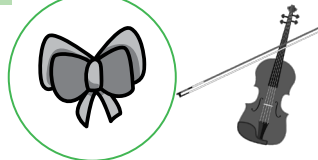
3. The soft hum sound from the electric fan helped me fall asleep.



4. When it got dark, she saw a small, black bat fly through the sky.



5. On picture day at school, her mother tied a large blue bow in her hair.



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6. There was a dove eating at the bird feeder, but then it flew away.



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

8.1 Activity Page

### Homograph Matches

Choose three homographs from the Homograph Word Cards. Write two sentences for each homograph that show their different meanings. Include context clues in your sentences to help the reader identify the correct meaning of each homograph. Write neatly in cursive, leaving spaces between words. Circle the homograph in your sentence and underline the context clues you chose.

Example:

The bass player practiced for hours to prepare for the concert.

The two boys were excited when they caught a large bass in the river over the weekend.

1. Homograph: answers may vary

A. answers may vary

B. answers may vary

2. Homograph: answers may vary

A. answers may vary

B. answers may vary

3. Homograph: answers may vary

A. answers may vary

B. answers may vary

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4. Write a response to the following:

How did George feel when he first met Patrick Henry? Include text evidence to support your answer. Remember to write in cursive with correct grammar structure and spacing.

*George was both excited and nervous to meet Patrick Henry. On page 39, George says, "M-m-m-my name is George," he answered nervously. "I'm very pleased to meet you, Mr. Henry. I've heard so much about you!"*

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

9.1

Activity Page

### Practice with Reading and Dictation

#### Dictation

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

- fancy*
- decimal*
- pencil*
- cereal*
- circus*

6. Write three sentences using the words above. Write in cursive with correct grammar, structure, and spacing.

*answers may vary*

*answers may vary*

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*answers may vary*

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

9.2

Activity Page

### Using Soft 'c'

The words in the word bank make the /s/ with soft 'c' sound. Write a paragraph using all four words. Write in cursive using correct grammar, structure, and spacing.

#### Word Bank

cellar

citizens

replace

concentrate

*answers may vary*

Foundational Skills 9

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NAME: \_\_\_\_\_ 10.1 Activity Page  
DATE: \_\_\_\_\_

### Listen for the Pattern

Circle the word you hear the teacher say for each line.  
Underline the soft 'g' pattern in the word.

1. agile argue aghast agent
2. digest digital digger dignity
3. sting sing stingy spring

Listen to each word said aloud, then write the word neatly in cursive. Underline the soft 'g' pattern. Then, write a sentence using each word.

4. engage  
*The movie failed to engage my interest.*
5. suggest  
*I always suggest pizza for lunch!*
6. gigantic  
*A gigantic bug landed on my shoe.*

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NAME: \_\_\_\_\_ 10.2 Activity Page  
DATE: \_\_\_\_\_

### Search and Sort

Place the soft 'c' and soft 'g' words from Chapter 1 of the Reader into the correct column. Underline the patterns for soft 'c' and soft 'g' in each word. Write each word neatly in cursive.

Soft 'c'	Soft 'g'
<i>noticed</i>	<i>George</i>
<i>circled</i>	<i>Virginia</i>
<i>cellar</i>	<i>vegetable</i>
<i>place</i>	<i>large</i>

Write two sentences using the words in the lists above. Write neatly in cursive and use correct grammar, structure, and spacing.

*answers may vary*

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NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

### Alphabetize Digraphs

Write the words with digraphs *mb*, *gn*, *kn*, and *wr* in alphabetical order.

1. *crumb*
2. *gnarled*
3. *gnome*
4. *knapack*
5. *knee*
6. *kneecap*
7. *knew*
8. *knitted*
9. *know*
10. *thumb*
11. *wrangle*
12. *wrecked*
13. *writing*
14. *wrong*
15. *wrong*

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16. Write a response to the following:

Describe what the town of Williamsburg was like in this story. Use text evidence to support your answer. Write neatly in cursive, leaving spaces between words

*Williamsburg was the capital of Virginia. It was a very busy town where people walked the streets shopping and talking to others. There was a dressmaker shop, a silversmith, and a blacksmith. The author wrote, "Virginia was one of the largest and wealthiest colonies, exciting"*

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NAME: \_\_\_\_\_ 12.1 Activity Page  
DATE: \_\_\_\_\_

### Practice Making Words with *-ed*, *-ing*

With your partner, practice doubling the consonant and adding the suffix to the base word. Write each word neatly in cursive.

base word	+ <i>-ed</i>	+ <i>-ing</i>
plan	<i>planned</i>	<i>planning</i>
beg	<i>begged</i>	<i>begging</i>
stop	<i>stopped</i>	<i>stopping</i>

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NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

### Build a Word

Add the base word and suffix to make a new word. Write each word neatly in cursive.

Base Word		Suffix	New Word
chop	+	<i>-ing</i>	<i>chopping</i>
thin	+	<i>-ed</i>	<i>thinned</i>
spin	+	<i>-ing</i>	<i>spinning</i>
admit	+	<i>-ed</i>	<i>admitted</i>
ship	+	<i>-ed</i>	<i>shipped</i>
commit	+	<i>-ing</i>	<i>committing</i>
yell	+	<i>-ed</i>	<i>yelled</i>
drip	+	<i>-ing</i>	<i>dripping</i>
strap	+	<i>-ed</i>	<i>strapped</i>

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Write a paragraph using new words you created in the box above. Write neatly in cursive and use correct grammar, structure, and spacing.

*answers may vary*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

### Drop the 'e'

Cover the 'e' on the base word in the "Word" column. Think of how to spell a new word with the ending *-ing* and *-ed*. Write the new word in the *-ing* and *-ed* column. If a new word is not a real word, place an 'X' in that space. Write each word neatly in cursive.

Word	<i>-ing</i>	<i>-ed</i>
please	<i>pleasing</i>	<i>pleased</i>
make	<i>making</i>	X
change	<i>changing</i>	<i>changed</i>
circle	<i>circling</i>	<i>circled</i>
write	<i>writing</i>	X

Write these words in alphabetical order: *please*, *plunge*, *pledge*. Write each word neatly in cursive.

*please*

*pledge*

*plunge*

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NAME: \_\_\_\_\_ 13.2 Activity Page  
DATE: \_\_\_\_\_

### Board Sort

Sort the base words into the correct columns: *pretty, holiday, delivery, activity, replay*. Write each word neatly in cursive.

Consonant before the final 'y' Change the 'y' to 'i'	Vowel before the final 'y' Do not change the 'y' to 'i'
strawberry <i>pretty</i> <i>delivery</i> <i>activity</i>	highway <i>holiday</i> <i>replay</i>

Choose a word from the "Change the 'y' to 'i'" column. Apply the spelling change and write a sentence using the new word. Write neatly in cursive and use correct grammar, structure, and spacing.

*answers many vary*

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NAME: \_\_\_\_\_ 13.3 Activity Page  
DATE: \_\_\_\_\_

### Reader Response

Answer the question below. Write neatly in cursive, leaving spaces between words.

1. How did Patrick Henry play an important role in this story? Use text evidence to support your answer.

*Patrick Henry played an important role in this story because he wrote and delivered an impactful speech to help convince colonists of the importance of fighting for their freedom against the British. Chapter 5 states, "People talked about Patrick Henry's speech, convincing many that it was time to prepare for a break from England and the controlling king."*

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NAME: \_\_\_\_\_ 14.2 Assessment  
DATE: \_\_\_\_\_

### Fluency Assessment Questions

Read each question and circle the correct answer.

1. What was the main problem in the story?

- A. Ravi, Bo, and Rina wanted to go to the candy shop, but they were not allowed to go.
- B. Two gummy bears, Buzzy and Wiggly, were fighting over who could get the most candy from a machine.
- C. There wasn't enough time to play the game with the gummy bears, Buzzy and Wiggly.

2. What can the reader infer about the group of friends based on their action in this sentence: "Instead of yelling at the gummy bears to stop, they decided to turn the situation into a game"?

- A. The friends were bored and wanted something to do.
- B. The friends were problem solvers and peacekeepers.
- C. The friends wanted to mind their own business and stay out of the problems of others.

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3. Why did the store owner give the friends a bag of candy?

- A. To thank them for their help
- B. To ask them to try a new candy
- C. To have them share with others

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NAME: \_\_\_\_\_ 15.1 Assessment  
DATE: \_\_\_\_\_

### Reading Assessment

Circle the word that your teacher says out loud.

1.	click	certainly	careful	certain
2.	garage	gentleman	jealous	general
3.	nothing	winning	knowingly	nobody
4.	waiting	ranger	wrangle	wiggle
5.	climbing	clawing	chimed	cuddle
6.	livingroom	lightly	livable	lovingly
7.	service	sighted	surface	served
8.	replied	trying	replayed	repeat
9.	youthful	bookworm	fully	beautifully
10.	beginning	bigger	grinding	began
11.	impend	imprint	imagine	indent
12.	nonstop	nodding	noted	nonsense

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Write a synonym for each word. Write neatly in cursive.

13. aroma smell, odor, fragrance

14. starving hungry, famished

Write an antonym for each word. Write neatly in cursive.

15. start finish, end

16. brave cowardly, fearful, afraid

Read each question and circle the correct answer.

17. We used a \_\_\_\_\_ pan so that the cookies would be easy to remove once they were baked.

A. nonstick

B. sticky

18. He wrote a \_\_\_\_\_ letter thanking his grandmother for all of her help.

A. meaningless

B. meaningful

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NAME: \_\_\_\_\_ 15.2 Assessment  
DATE: \_\_\_\_\_

### Spelling Assessment

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

1. night (homophone)

2. knight (homophone)

3. there (homophone)

4. their (homophone)

5. they're (homophone)

6. exciting (soft 'c'/drop final 'e')

7. vegetable (soft 'g')

8. unwrapping (digraph)

9. combing (digraph)

10. kneeling (digraph)

11. providing (drop final 'e')

12. happiest (change 'y' to 'i')

13. controlled (double final consonant)

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14. List these three words in alphabetical order: *knuckle, knew, knock*.

knew, knock, knuckle

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# Overview of the Grade 3 Skills Program

## THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, he or she will not be able to achieve reading comprehension, no matter how much oral language he or she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. Thus, if a person cannot understand sentences when they hear them, they are unlikely to understand those sentences when reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is an efficient and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ( $D > 0$ ) and you also have some language comprehension ability ( $C > 0$ ), you will probably also have some reading comprehension ability ( $R > 0$ ). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability ( $D = 0$ )? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ( $C = 0$ )? It means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ( $D > 0$ ) but not language comprehension ability ( $C = 0$ ). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ( $D > 0$ ), but they would have scored a zero on any measure of language comprehension ( $C = 0$ ). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ( $D = 0$ ). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ( $C > 0$ ). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the

course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills ( $D > 0$ ), but you would be lacking language comprehension ( $C = 0$ ). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

## HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills ( $D$ ) and language comprehension ability ( $C$ ); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children throughout Grades K–3. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–3.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, thus increasing the range of materials they are equipped to understand, first orally and later

via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in the second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent, while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more

of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English, this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

## **TWO MISCONCEPTIONS ABOUT READING AND WRITING**

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time, it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

## **LEARNING TO READ AND WRITE IS NOT NATURAL**

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken but not written or read.

Ten thousand years ago this was the norm rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do

without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves that the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

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### **LEARNING TO READ AND WRITE IS NOT EASY**

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one-to-one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. To read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare ‘B’ to ‘b,’ ‘D’ to ‘d,’ ‘H’ to ‘h,’ ‘R’ to ‘r,’ and ‘Q’ to ‘q.’ At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.



If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program, we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that many letters in English can be pronounced in different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e,' and realize it controls the pronunciation of the 'a' earlier.

Even without these additions, it is clear that the English writing system is quite complicated.

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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.

## KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program includes explicit, systematic phonic instruction in which students are taught target skills needed to independently decode and encode words.
- This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences they have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound

correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.

- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings, preferring to have students learn to read and write with regular words that can be blended and spelled by the letter-sound correspondences taught.
- High-frequency words compiled from a research-based list for Grade 3 are also taught as they appear in the unit Readers. They are revisited frequently to build automaticity and fluency.
- This program avoids letter names because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”

## THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 3. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the basic code for each of the 44 phonemes. The basic code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, and ‘m’ > /m/. Basic code spellings may also include digraphs, or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, and ‘th’ > /th/. Other basic code spellings include separated digraphs, such as ‘a\_e’ > /ae/, and ‘o\_e’ > /oe/.

The advanced code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ae/, and ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the basic and advanced code.

Basic and Advanced Code: Consonants			
Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words
/b/	'b'	'bb'	<b>bat, ebb</b>
/ch/	'ch'	'tch,'t'	<b>chop, watch, future</b>
/d/	'd'	'dd,'ed'	<b>mad, rudder, played</b>
/f/	'f'	'ff,'ph,'gh'	<b>fox, stuff, phone, rough</b>
/g/	'g'	'gg,'gu,'gh,'gue'	<b>get, egg, guess, ghost, vague</b>
/h/	'h'	'wh'	<b>hat, who</b>
/j/	'j'	'g','dge','dg','ge','d'	<b>jump, giant, judge, judging, barge, education</b>
/k/	'c','k'	'ck','cc','ch'	<b>cat, kit, rock, raccoon, school</b>
/l/	'l'	'll'	<b>lip, bell</b>
/m/	'm'	'mm','mn','mb'	<b>mat, hammer, hymn, lamb</b>
/n/	'n'	'nn','kn','gn'	<b>net, runner, knot, gnat</b>
/ng/	'ng'	'n'	<b>thing, think</b>
/p/	'p'	'pp'	<b>pit, pepper</b>
/qu/	'qu'		<b>quit</b>
/r/	'r'	'rr','wr','rh'	<b>red, squirrel, wrong, rhombus</b>
/s/	's'	'ss','c','sc','st','ce','se'	<b>sit, dress, city, science, whistle, prince, rinse</b>
/sh/	'sh'	'ss','s','ch','ssi','si','ti','ci'	<b>ship, assure, sure, chef, session, tension, Martian, Grecian</b>
/t/	't'	'tt','ed','bt'	<b>top, mitt, walked, doubt</b>
/th/	'th'		<b>thin</b>
/th/	'th'	'the'	<b>them, bathe</b>
/v/	'v'	've'	<b>vet, valve</b>
/w/	'w'	'wh'	<b>wet, when</b>
/x/	'x'		<b>tax</b>
/y/	'y'		<b>yes</b>
/z/	'z'	'zz'	<b>zip, buzz</b>
/zh/	(none)	'ge','j','s'	<b>garage, Jacques, treasure</b>

### Basic and Advanced Code: Vowels

Phoneme	Basic Code Spelling	Advanced Code Spelling	Example Words
/a/	'a'		cat
/ae/	'a_e'	'a,'ai,'ay,'ei,'ey,'eigh,' 'ea,'aigh'	date, baby, rain, tray, vein, prey, eight, steak, straight
/ar/	'ar'		arm
/aw/	'aw'	'au,'ough,'augh,'al'	paw, pause, ought, naughty, wall
/e/	'e'	'ea,'ai,'ay,'a,'ie'	bed, head, said, says, many, friend
/ee/	'ee'	'e,'ea,'y,'e_e,'ey,'ie,' 'i,'ei'	bee, me, meat, bunny, scene, key, chief, variation, receive
/er/	'er'	'ir,'ur,'or,'ar,'ear,'urr,' 'our'	her, fir, fur, work, dollar, earth, hurry, courage
/i/	'i'	'y,'ui,'i_e'	sit, gym, build, give
/ie/	'i_e'	'i,'igh,'ie,'y,'y_e,'ye,' 'uy'	fine, find, high, pie, my, style, bye, guy
/o/	'o'	'a,'wa'	hot, lava, water
/oe/	'o_e'	'o,'oe,'ow,'oa'	rope, no, toe, snow, boat
/oi/	'oi'	'oy'	oil, boy
/oo/	'oo'	'o_e,'u,'u_e,'ue,'ew,'o,' 'ou,'ui,'eu,'oe'	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/oo/	'oo'	'u,'oul'	wood, put, could
/ou/	'ou'	'ow,'ough'	out, now, bough
/or/	'or'	'ore,'our,'oor,'oar,'ar'	for, bore, four, door, soar, award
/u/	'u'	'o,'ou,'o_e,'e'	but, among, touch, come, the
/ue/	'u_e'	'u,'ue,'ew'	cute, pupil, hue, few
/ə/	'a'	'e'	about, debate
/e/ + /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. More often than not, you will find that the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest that you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the ‘ai’ in *said*). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words in earlier grades because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught. By Grade 3, students have been taught the majority of the code knowledge needed to decode most words in the English language. As such, there is less of an emphasis on Tricky Words in the Grade 3 program.

## SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we define these terms as follows:

- A Tricky Word is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A sight word is a high-frequency word that we want students to see many, many times and learn to read quickly and eventually learn to recognize rapidly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not.

There is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program.

Tricky Words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

## CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons, we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term *digraph*, or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For the presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for activity pages since it allows the teacher to model the task exactly as the students will be completing it. You may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.



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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 these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

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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 1–2 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. At other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 3 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 3 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly; others will have more difficulty. There are many strategies

for dealing with this. In general, we encourage you to try to keep most of the class together if it makes sense. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 4–5 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 3 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 3 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of acceleration can be moved to the appropriate group, while students who are making progress can advance.



## Appendix B:

# Grade 3 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 3.

## UNIT 1

- complete comprehensive assessment of foundational reading skills
- read and spell multisyllabic words with consonant digraphs and trigraphs: *wh, sh, th, ng, nk, ck, tch, ch, dge, ge, ph, gh, kn, gn, igh, ear* (hear/wear), *eer, ore, ere* (here/there), *air, are*
- read and spell multisyllabic words with closed syllables
- read and spell multisyllabic words with closed-syllable VCCV, VCV, and VCCCV syllable division pattern with accent shift
- read and spell the Tricky Words *baobab, desert, drought, encouragement, flooded, neighbors, pirates, solution, and tortoise*
- read and spell the high-frequency words *night, about, tree, story, thought, every, began, hard, important, river, small, and near*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

## UNIT 2

- read and spell words that follow a VCV syllable division pattern
- read and spell multisyllabic words with open syllables
- identify the meaning of and use words with the *-ed* and *-ing* affixes
- read and spell the Tricky Words *engine, curious, dangerous, leopard, camouflage, territorial, favorite, and success*
- read and spell the high-frequency words *talk, head, eyes, book, being, run, drink, long, much, keep, and going*

- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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### UNIT 3

- read and spell multisyllabic words with VCe syllables
- read and spell words with suffixes that change the base word by dropping final 'e'
- read and pronounce the Tricky Words *building, muscles, blood, soldiers, bacteria, sugar, pressure, tissue, and intestines*
- read and spell the high-frequency words *grow, better, next, open, food, carry, clean, feet, and while*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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### UNIT 4

- read and spell multisyllabic words with vowel teams
- read and spell words with prefixes
- identify the meaning of and use words with the *un-*, *pre-*, *re-*, *dis-*, and *mis-* prefixes
- read and spell words with suffixes that change the base word by dropping final 'e'

- Identify the meaning of words with the *-ist*, *-ian*, and *-al* suffixes
- identify, use, spell, and explain the meaning of homophones
- read and spell the Tricky Words *adventure*, *lifeguard*, *delicious*, and *library*
- read and spell the high-frequency words *always*, *sometimes*, *something*, *idea*, *fall*, *never*, *draw*, *paper*, *last*, and *today*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

## UNIT 5

- read and spell multisyllabic words with r-controlled syllables
- read words with the sound-spelling pattern 'en'
- read and spell VCCCV words using syllable division patterns
- read and spell multisyllabic words with suffixes *-ous*, *-ly*, *-ive*, and *-y*
- read and spell the Tricky Words *carousel*, *figure*, *guitar*, *silhouette*, and *sorry*
- read and spell the high-frequency words *hear*, *saw*, *close*, *those*, *stop*, *got*, *might*, *light*, *white*, and *warm*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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## UNIT 6

- read and spell contractions with *not*, *is*, *are*, *will*, and *had*
- read multisyllabic words with final stable syllables *-ble*, *-dle*, *-gle*, *-sle*, *-zle*, *-ple*, *-cle*, *-kle*, and *-ckle*
- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify how suffixes change the meaning of words
- read and spell the Tricky Words *through*, *thought*, *spaghetti*, *laughed*, *beautiful*, *journeys*, *diamond*, *suggested*, and *knowledge*
- read and spell the high-frequency words *earth*, *life*, *high*, *done*, *far*, *mountains*, *together*, *often*, and *under*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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## UNIT 7

- read and spell multisyllabic words with diphthongs
- spell homophones
- spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes
- identify, use, and explain the meaning of homophones and homographs
- read and spell the Tricky Words *accidental*, *ancient*, *breathe*, *patient*, *patrolling*, *temperature*, and *unusual*

- read and spell the high-frequency words *real, hurt, begin, both, start, above, once, and example*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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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 the Tricky Words *algae, Australia, culture, marsupial, Melbourne, penguin, sanctuary, and structure*
- read and spell the high-frequency words *side, country, city, try, sea, took, kind, without, and family*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

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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 and spell the Tricky Words *Williamsburg*, *Virginia*, *Massachusetts*, *immediately*, and *gone*
- read and spell the high-frequency words *father*, *own*, *open*, *along*, *plant*, *last*, *only*, *young*, and *few*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time

## UNIT 10

- read and spell multisyllabic words with the sound-spelling patterns 'eigh' and 'ough'
- read multisyllabic words with final stable syllables *-ble*, *-tle*, and *-gle*
- read abbreviations
- read and spell compound words
- read and spell words with affixes *im-*, *in-*, *pre-*, *-ness*, *-y*, and *-ful*
- identify the meaning of and use words with the *im-* (into), *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful* affixes

- read and spell words with suffixes that change the base word by dropping final 'e,' changing 'y' to 'i,' or doubling final consonants
- identify, use, and explain the meaning of idioms
- read and spell the Tricky Words *brilliant, journey, technique, rhythm, language, distinguishing, doubting, conquer, natural, rhythms, annual, and stomach*
- read and spell the high-frequency words *eight, school, enough, show, watch, song, almost, and list*
- increase accuracy, fluency, and expression
- develop oral language through listening, speaking, and discussion
- use print or digital resources to determine meaning, syllabication, and pronunciation
- use context to determine the meaning of unfamiliar words and multiple-meaning words
- write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
- self-select a text and read independently for a sustained period of time



## Appendix C:

# Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers that are familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** let, pad, rod, tin, fun, pic·nic, un·til
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** cake, home, like, mule, Pete, mis·take, stam·pede
- **Vowel Digraph Syllables:** joint, speak, proud, play, dis·may, be·low, coun·sel
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant–LE Syllables (C–LE):** sim·ple, puz·zle, raf·fle, ca·ble, ri·fle

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in kindergarten.

Two closed syllables in a word are divided as follows:

When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

*ad·mit*

*nap·kin*

*trum·pet*

For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

*traff·ic*

*muff·in*

*happ·en*

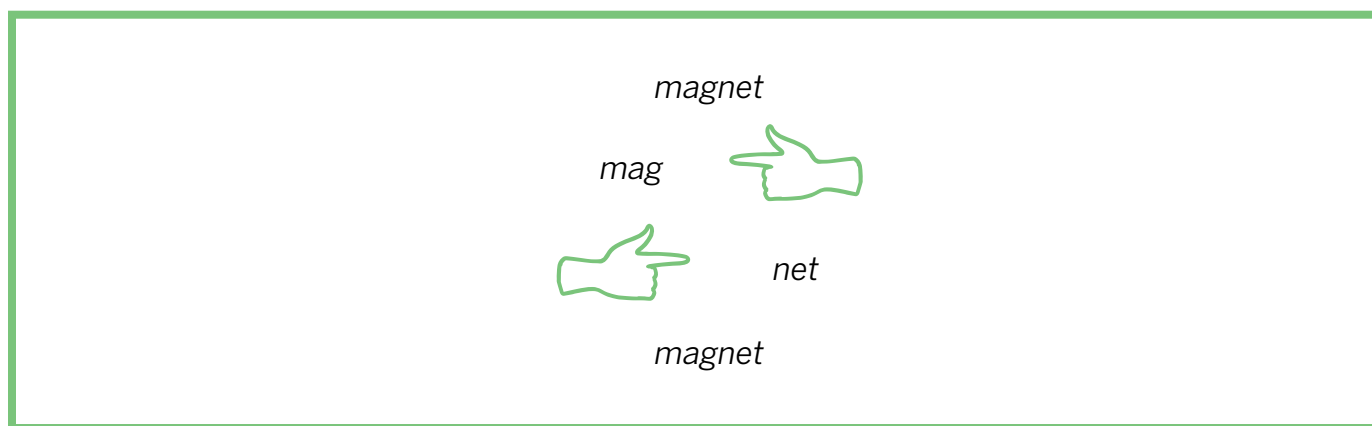
When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon·ster*

*con·tract*

*pil·grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar·get*

*for·get*

*es·cape*

*ig·loo*

*scoun·drel*

*char·coal*

In Grades 2 and 3, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use

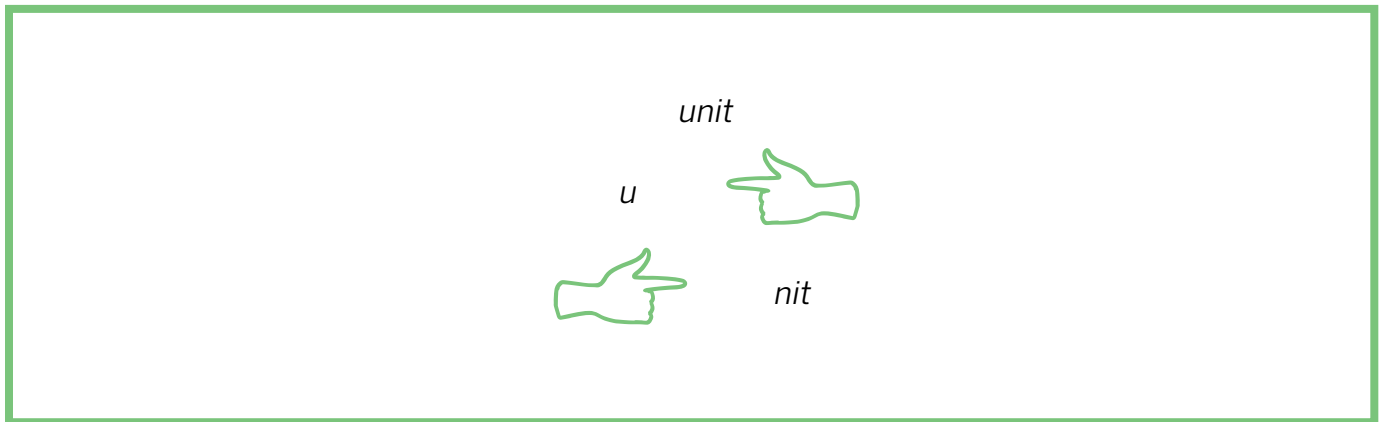
a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

*pu · pil*

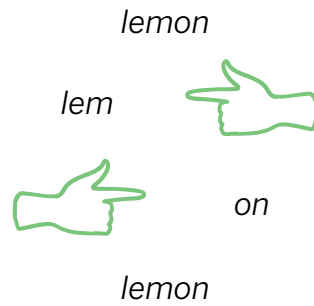
*vi · rus*

*mo · ment*



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. To recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

If the word divides after the consonant, a closed syllable is created:



*cam · el*

*mel · on*

*pun · ish*

In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is straightforward.

When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words.

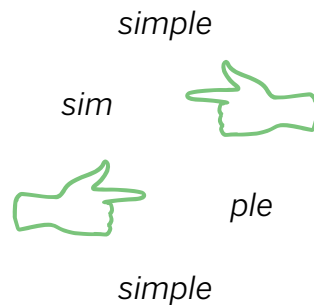
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*





In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout      de · pos · it      med · al      e · vil      nick · el      lo · tion*

As noted earlier, the Consonant–LE Syllable is a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

*pre · tend      non · sense      re · peat      self · ish      sad · ness      help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Foundational Skills 9

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	p. 6, p. 10, p. 60, p. 64, p. 75, p. 79, p. 107, p. 112
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	p. 34, p. 38, p. 60, p. 62, p. 68, p. 71, p. 72, p. 83, p. 87
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	p. 6, p. 8, p. 16, p. 18, p. 20, p. 34, p. 36, p. 38, p. 52, p. 56, p. 83, p. 87, p. 91, p. 96, p. 99, p. 104
TEKS 3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols	p. 16, p. 18, p. 68, p. 70, p. 91, p. 93, p. 99, p. 101
TEKS 3.1.E	develop social communication such as conversing politely in all situations	p. 75, p. 77, p. 116, p. 119
(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	p. 75, p. 77, p. 79, p. 83, p. 85, p. 87, p. 116, p. 119, p. 150
TEKS 3.2.A.ii	patterns such as 'eigh,' 'ough,' and 'en;'	p. 91, p. 93, p. 96, p. 116, p. 119, p. 125, p. 127, p. 150
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. 150
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	p. 151
TEKS 3.2.A.v	decoding words using knowledge of prefixes;	p. 24, p. 26, p. 28, p. 125, p. 127, p. 151
TEKS 3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping 'e,' changing 'y' to 'i,' and doubling final consonants; and	p. 99, p. 101, p. 104, p. 107, p. 109, p. 112, p. 125, p. 127, p. 151
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list;	p. 6, p. 10, p. 24, p. 28, p. 42, p. 45, p. 52, p. 56, p. 60, p. 64, p. 75, p. 151
(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. 91, p. 93, p. 96, p. 125, p. 127, p. 151
TEKS 3.2.B.ii	spelling homophones;	p. 52, p. 54, p. 125, p. 127, p. 151
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations;	p. 151
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;	p. 75, p. 77, p. 83, p. 85, p. 151
TEKS 3.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	p. 152
TEKS 3.2.B.vi	spelling words using knowledge of prefixes; and	p. 24, p. 26, p. 152

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Foundational Skills 9		Correlation—Teacher's Guide
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. 99, p. 101, p. 104, p. 107, p. 109, p. 112, p. 125, p. 127, p. 152
TEKS 3.2.C	alphabetize a series of words to the third letter; and	p. 91, p. 93, p. 96, p. 107, p. 109, p. 125, p. 127, p. 152
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	p. 6, p. 8, p. 16, p. 18, p. 24, p. 26, p. 34, p. 36, p. 42, p. 45, p. 52, p. 54, p. 68, p. 75, p. 77, p. 83, p. 85, p. 91, p. 96, p. 99, p. 101, p. 107, p. 109, p. 112, p. 125, p. 127, p. 152
(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. 6, p. 10, p. 24, p. 28, p. 34, p. 38, p. 42, p. 45, p. 52, p. 56, p. 60, p. 64, p. 68, p. 71, p. 72, p. 75, p. 79, p. 83, p. 87, p. 91, p. 96, p. 107, p. 112, p. 152
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	p. 6, p. 10, p. 16, p. 20, p. 24, p. 28, p. 34, p. 38, p. 42, p. 44, p. 45, p. 52, p. 56, p. 60, p. 64, p. 68, p. 71, p. 72, p. 152
TEKS 3.3.C	<i>identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -full; and</i>	p. 24, p. 26, p. 34, p. 36, p. 38, p. 125, p. 127, p. 153
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	p. 6, p. 8, p. 10, p. 16, p. 18, p. 52, p. 54, p. 56, p. 60, p. 62, p. 64, p. 68, p. 70, p. 71, p. 72, p. 125, p. 127, p. 153
(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. 16, p. 20, p. 34, p. 38, p. 68, p. 71, p. 72, p. 83, p. 87, p. 116, p. 120, 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. 116, p. 119, p. 125, p. 127, p. 129, p. 130

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English;	p. 104
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources;	p. 88
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. 81, p. 95, p. 102, p. 109
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);	p. 81
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. 9, p. 27, p. 47, p. 67
ELPS 1.F	use accessible language and learn new and essential language in the process;	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.	p. 27
(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;	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	p. 19
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	p. 9
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	p. 63, p. 78, p. 85

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ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	p. 19, p. 30, p. 47, p. 67
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
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. 55, p. 73, p. 85
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	p. 73
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	
ELPS 3.H	extended discussions on a variety of social and grade-appropriate academic topics;	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

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ELPS 3.I	adapt spoken language appropriately for formal and informal purposes;	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;	p. 85, p. 87
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. 30
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. 14, p. 37, p. 55, p. 67, p. 81
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. 57, p. 64, p. 73, p. 88
ELPS 4.H	read silently with increasing ease and comprehension for longer periods;	
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. 104

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	p. 96
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe 's') correctly; and (iii) using negatives and contractions correctly;	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and	p. 45, p. 64, p. 67, p. 71, p. 73, p. 81, p. 95
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	p. 71

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