

1

Grade 3

Skills 1 | Teacher Guide

Grade 3

Skills 1

Teacher Guide

© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

ISBN 979-8-89180-861-4

This work is licensed under a Creative Commons
Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:
This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Noncommercial—You may not use this work for commercial purposes. Contact help@amplify.com for questions and permissions.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one by including the attribution language above.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 XXX 2024

Contents

Introduction

1

Lesson 1 Basic Code: Short and Long Vowels

13

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Short and Long Vowel Sounds 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Short and Long Vowel Sounds Review Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings with Verbs: <i>-s</i> and <i>-es</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Pat’s Bike” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Unit 1 Dictation Pretest

Lesson 2 Basic Code: Consonant Blends

26

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Consonant Blends 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Consonant Blends Read Closed One-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-s</i>, <i>-es</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Pat’s Bike” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Consonant Blends

Lesson 3 Basic Code: Words with Double-Letter Consonants

39

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Blend and Segment Double-Letter Consonant Words 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Double Consonants Read Closed Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-ed</i> and <i>-ing</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Jazz Music” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /f/ > ‘ff’, /l/ > ‘ll’, /s/ > ‘ss’, /z/ > ‘zz’

Lesson 4 Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*

51

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Blend Words with Double-Letter Consonants 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Double-Letter Consonants and <i>-ed</i>, <i>-ing</i> Read Closed Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-ed</i>, <i>-ing</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Jazz Music” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Double-Letter Consonants and <i>-ed</i>, <i>-ing</i>

Lesson 5 Review: Mixed Review

65

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Give Me a Word 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review: Vowel Sounds, Blends, and Consonant Sound Spellings Read Closed Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Review Inflectional Endings 	Reading (10 min.) <ul style="list-style-type: none"> Read “Baking Cupcakes” Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 6 Review: Silent Letter Combinations: ‘wr’ and ‘kn’

77

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Add Ending Sounds to Create New Words 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Words with Silent Letter Combinations: ‘wr’ > /r/, ‘kn’ > /n/ Read Closed Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-ed, -ing</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Knoll the Knight” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell multisyllabic words with silent letter combinations ‘wr’ > /r/, ‘kn’ > /n/

Lesson 7 Review: Silent Letter Combinations: ‘mb’ and ‘bt’

90

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Add Sounds to Make New Words 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Silent Letter Combinations: ‘mb’ and ‘bt’ Read Closed Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-ed, -ing</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Knoll the Knight” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Silent Letter Combinations ‘mb’ and ‘bt’

Lesson 8 Review: Spellings for /k/ and /ch/

104

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /ch/ and /k/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review /ch/ > ‘ch’ and ‘tch’, /k/ > ‘ch’ Read Closed Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-ed, -ing</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Lake Day” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with ‘ch’ and ‘tch’ > /ch/, ‘ch’ > /k/

Lesson 9 Review: Digraphs: ‘sh’ and ‘qu’

116

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /sh/ and /qu/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Digraphs: ‘sh,’ ‘qu’ Read Open One-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: <i>-ed, -ing</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Lake Day” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with ‘sh’ > /sh/, ‘qu’ > /qu/

Lesson 10 Review: Mixed Review

129

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Sound Review 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Give Me a Word Read Words with Open Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Review Inflectional Endings 	Reading (10 min.) <ul style="list-style-type: none"> Read “Fall Colors” Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 11 Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’

141

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Digraphs: /th/, /<u>th</u>/, /ng/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with ‘th’ > /th/ and /<u>th</u>/ and ‘ng’ > /ng/ Read Open Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Review Inflectional Endings: Verbs 	Reading (10 min.) <ul style="list-style-type: none"> Read “Topher Sings” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with ‘th’ and ‘ng’

Lesson 12 Review: Digraphs ‘ph’ and ‘gh’ > /f/

155

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review; Digraphs ‘ph’ and ‘gh’ > /f/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with ‘ph’ and ‘gh’ > /f/ Read Open Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Review Inflectional Endings 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Topher Sings” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with ‘ph’ and ‘gh’

Lesson 13 Review: Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/

168

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /k/, /w/, /g/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /k/ > ‘ck’, /w/ > ‘wh’, /g/ > ‘gh’ Read Open Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflected Endings: –er and –est 	Reading (10 min.) <ul style="list-style-type: none"> Read “Serena Williams” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Digraphs ‘ck’, ‘wh’, and ‘gh’

Lesson 14 Review: Consonant Blends with Digraphs: ‘thr’, ‘shr’, ‘str’, ‘spl’

181

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Add Sounds to Create New Words 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Consonant Blends and Digraphs Read Open Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Inflectional Endings: –er and –est 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Serena Williams” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Consonant Blends and Digraphs

Lesson 15 Review: Mixed Review

195

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Sound Building 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Digraphs Read Words with Closed and Open Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Review Inflectional Endings 	Reading (10 min.) <ul style="list-style-type: none"> Read “Whooping Elephants vs. Tiny Tigers” Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 16 Review: Abbreviations: Titles with Names

208

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Add Sounds to Make New Words 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Abbreviations: Titles with Names Read Open Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Derivational Endings: –y 	Reading (10 min.) <ul style="list-style-type: none"> Read “A Letter for Mr. and Mrs. Lopez” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Abbreviations of Titles with Names

Lesson 17 Review: Abbreviations: Streets in Addresses and States**222**

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Add Sounds to Make New Words 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Abbreviations: Streets in Addresses and States Read Words with Closed and Open Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Derivational Endings: <i>-y</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “A Letter for Mr. and Mrs. Lopez” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Abbreviations of Streets in Addresses and States

Lesson 18 Review: Abbreviations: Days of the Week and Months of the Year**236**

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Consonant Blends 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Abbreviations: Days of the Week and Months of the Year Read Words with Closed and Open Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Derivational Endings: <i>-er</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Scientists” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Abbreviations of Days of the Week and Months of the Year

Lesson 19 Review: Abbreviations: Measurements**248**

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Consonant Blends 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Abbreviations: Measurements Read Words with Closed and Open Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Derivational Endings: <i>-less</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Scientists” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Abbreviations of Measurements

Lesson 20 Review: Mixed Review**261**

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Sound Review 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Abbreviations Read Words with Closed and Open Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Review Root Words and Suffixes 	Reading (10 min.) <ul style="list-style-type: none"> Read “Blanket Detective” Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Unit 1 Dictation Posttest

Introduction

WELCOME

Dear Third Grade Teacher,

Welcome! This program has been carefully researched and crafted to help you make every student in your classroom a reader.

Some key aspects of the program are listed here:

- This program provides comprehensive review of and expansion on foundational reading skills, such as phonological awareness, phonics and word recognition, fluency, morphology, reading comprehension, as well as encoding and spelling.
- This program includes explicit, systematic phonics instruction in which students are taught the letter-sound correspondences needed to independently decode words.
- This program begins by reviewing the most common spelling for a sound (the basic code spelling). Later it teaches spelling alternatives for sounds that can be spelled several different ways. Complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program uses a phonics approach that adheres to the science of reading by teaching students to read by blending through the word. It does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.

The remainder of this introduction will provide you with an overview of the various materials included in the Grade 3 Skills program, general unit and lesson features, and detailed information about this first unit of instruction and how you will determine whether your students have the prerequisite skills needed to be successful in the Grade 3 Skills program. For more information on the program's research background, scope and sequence, and to access other resources, please visit the program's digital components site.

SKILLS STRAND COMPONENTS

Teacher Components

- Teacher Guide (one per unit)

Digital Teacher Components

- Teacher Resources (Appendices)
- Adjusted Pathways
- Assessment Guidance, Assessment Trackers, and Data Analysis Guidance
- Corrective Feedback Planning Tool
- Caregiver Letters
- General English Learners

Student Components

- Activity Books (one copy per student): includes reading passages for students to annotate

COMPONENT DESCRIPTIONS

Teacher Components

Teacher Guide

Each Teacher Guide includes daily lessons with detailed directions. Each lesson may be conducted in a single 30-minute session or as two 15-minute sessions (divided into Parts 1 and 2) depending on teacher preference. The Teacher Guide will indicate suggested pacing and grouping for activities. Instruction and exercises should be presented in the order listed in the Lesson at a Glance chart.

Part 1:

Phonological Awareness: Each lesson begins with a Warm-Up activity in which students hear and say the focus sounds of the lesson. Warm-Ups provide students opportunities to reinforce their phonological awareness skills while previewing and combining phonological awareness with the phonics skill they will study for the duration of the lesson. Students may also practice adding, deleting, and substituting sounds orally in words. Phonological Awareness reinforces and spirals from the G1 and G2 Texas Essential Knowledge and Skills Standards.

Phonics—Decoding: After the oral Warm-Up activity, each lesson moves into a review of how the focus sounds are read and spelled. The phonics activities are separated into two parts: decoding and syllabication. In the decoding activities, students review identifying and reading words with focus sound-spellings. In the syllabication activities, students review identifying specific syllable types in words. Units 1, 2, and 3 of the Skills program focus on the six main syllable types: closed, open, VCe, vowel team, r-controlled, and final stable syllables. Unit 4 focuses on using the syllable division patterns VCCV, VCV, and VCCCV to divide words. Decoding and syllabication activities align with the G3 Texas Essential Knowledge and Skills Standards.

Morphology: Each morphology activity focuses on a specific affix or root. Students learn to identify, read, define, spell, and use words with each word part. Morphology and word study activities align with the G3 Texas Essential Knowledge and Skills Standards.

Part 2:

Reading: Students read a passage (located in the Student Activity Books) that provides practice with the lesson’s phonics, syllabication, and morphology skills. Each week follows the same cycle:

- Day 1: The Teacher Demonstration focuses on accuracy, expression, and rate. Students answer oral discussion questions as a group, and the teacher may note correct responses in the Discussion Questions Observation Record as formative assessment.
- Day 2: Students reread the Day 1 passage with a partner, annotating the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. The teacher may monitor partner reading in the Anecdotal Reading Record as formative assessment.
- Day 3: The Teacher Demonstration focuses on accuracy, expression, and rate. Students answer comprehension questions in their Activity Books.
- Day 4: Students reread the Day 3 passage with a partner, annotating the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. The teacher may monitor partner reading in the Anecdotal Reading Record as formative assessment.
- Day 5: Students independently read a new passage and answer comprehension questions in their Activity Books.

Decoding and reading comprehension activities align with the G3 Texas Essential Knowledge and Skills Standards.

Phonics—Encoding: Each lesson ends with a short dictation activity that provides students practice in spelling words with the same sound-spelling reviewed in the Phonics activity. Students spell words in isolation and in sentences in their dictation journal. The Lesson 1 encoding activity is a dictation pretest that assesses students’ understanding of the phonics skills that will be addressed in the unit. In the final lesson of the unit, students will spell the same dictated words from the pretest to show mastery of the sound-spellings covered in the unit. Encoding activities align with the G3 Texas Essential Knowledge and Skills Standards.

This program provides ample opportunities for students to spell words from teacher dictation. Each encoding activity has nine words for students to spell in isolation and two full sentences for students to spell in context. Students also have the opportunity to spell words in their own sentences.

Students will also create a dictation journal.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create or designate a small dictation journal for each student. Stapling ten pieces of paper together is all you will need for each journal.

Additional Support (optional additional opportunities to reinforce skills)

Writing Extension

In the Additional Support section, students are provided with optional additional opportunities to reinforce skills. For each passage, students are given a prompt and asked to respond using 3-5 complete sentences, using citations from the passage. This is a great opportunity for students to practice their cursive writing, and for the teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections.

Tricky Words Review

In this program, we focus on teaching students Tricky Words that are used in the passages associated with each lesson. Students practice decoding and spelling Tricky Words in isolation, in the context of phrases and passages, and in their dictation journals. Tricky Word lists for each unit and lesson are available in Appendix D of the Grade 3 Skills Teacher Resources, on the digital components site. The lists include correlations of where Tricky Words appear in other research-based lists (e.g., Dolch, Fry, and Zeno). In addition, the background and approach on how we teach Tricky Words can also be accessed on the digital components site.

Digital Teacher Components

Teacher Resources (Appendices)

To learn more about the program's research and background, teachers can access the Grade 3 Teacher Resources, which includes the following appendices:

- Appendix A: Overview of the Grade 3 Skills Program
- Appendix B: Grade 3 Skills Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllabic Words
- Appendix D: Tricky Words (High-Frequency Irregular Words)

Adjusted Pathways and Pacing Guides

The Grade 3 adjusted pathway provides several pacing guides for various instructional calendar days (90, 165, 180, and 210 days) and provides recommendations to adjust the pacing guides for any other number of instructional days.

Assessment Guidance, Assessment Trackers, and Data Analysis Guidance

The Assessment Guidance provides an overview of all summative and formative assessments administered in this program, as well as guidelines for best practices on how to use them. Assessment Trackers are provided for each unit's pretest and posttest, as well as for weekly

dictation spelling assessments. The Data Analysis Guidance explains how to use the Assessment Trackers to gather and analyze student data to better plan instruction for the unit and monitor student progress.

Corrective Feedback Planning Tool

The Corrective Feedback Planning Tool helps teachers identify and anticipate common errors in each of the skill focus areas and provide in-the-moment corrective feedback. Sample suggested sentence frames are provided for each skill focus area, as well as a sample filled out template, with each applicable skill category for Grade 3 Skills.

Caregiver Letters

Four Caregiver Letters (one for each unit) are available in English and Spanish on the digital component site. Each letter gives an overview of the unit, what students will learn and read, and several examples of activities caregivers can do at home, to support student learning.

General English Learners Resources

A General English Learner (GEL) is a student whose language variety is different from the one used in education. Language variety is another term for dialect; each language variety follows complex, rule-governed phonological, morphological, syntactic, semantic, and lexical systems. There are many different variations of the English language, which may be spoken by students in the classroom. The one used in mainstream print media, business, and education is General American English (GAE; also often referred to as “Standard” or “Mainstream” English). Our goal is for students to decode and encode their oral system into a written system, and by helping students extend their oral language knowledge to include GAE they will be better prepared to learn the written system of GAE.

Your students’ language varieties may have affected the way in which they speak, read, and write. Please refer to the *General English Learners* resource, available online on the program’s digital component site, for information on how a student’s performance can be influenced by language variety and for appropriate instructional supports.

Student Components

Activity Books

The student Activity Book pages are organized by lesson; the Teacher Guide provides direction within each lesson as to when and how each activity page should be used. Some pages are designed to be completed as a group with teacher assistance, while other pages are intended to be completed independently or in pairs. In addition to practice exercises for reinforcement of skills, the Activity Books also include assessment pages, homework, and passages to read and annotate in class. Students may take the activity pages home if they do not have enough time to complete them during class.

For any activity pages that are completed as homework, make time at the beginning of the next lesson to go over student responses and provide feedback. Allow students time to make corrections to their own work as appropriate.

Passages: There are three passages for each week. Students will read the texts with the teacher, with a partner, or independently based on the reading activity for the day. Students will annotate the passages to demonstrate their understanding of the phonics, syllabication, and morphology instruction in the lesson. In Grade 3, students are making the transition to becoming fully independent readers, who are prepared to confidently tackle natural text in any grade level-appropriate book. Students are taught to segment more difficult words using the code knowledge they have learned in order to read challenging, unfamiliar words.

Each unit has 12–15 passages (three passages per week) for students to read. The first and second passages are read at least twice. The first passage of the week begins as a teacher demonstration, during which you model reading accurately and with appropriate rate and expression. You may choose to have students perform a choral read during the whole-group demonstration. On the second day, students reread the passage with a partner, practicing the fluency skills they saw modeled the day before. Partner reading may follow any routines, including taking turns reading the entire story, echo reading, or choral reading. On the third day, students independently read a new passage and answer comprehension questions. They reread the passage on the fourth day with partners and clear up any misunderstandings or misreadings. On the last day of the week, students read a new passage independently and answer comprehension questions.

During reading time, it is important to circulate and listen to students read. Use the provided Anecdotal Reading Record located in the Teacher Resources section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week.

Vocabulary supports have been added to the lessons, providing opportunities for you to review domain-specific vocabulary, idioms or expressions, and text features with students before they read independently or with partners. You may also want to take time to prepare definitions of words before students read each passage or create a routine in which students look up unfamiliar words using a classroom resource.

Comprehension is the goal of learning to read. To this end, comprehension discussion questions are included in the Teacher Guide. The discussion questions are labeled Literal, Inferential, or Evaluative. Literal questions can be answered by citing a specific text reference. Inferential questions require understanding and interpretation of text. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer. In addition, activity pages with written comprehension questions are also included with the passages.

UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A Table of Contents that provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit as a whole.
- Individual Lessons for the unit:
 - Each lesson begins with a list of the Primary Focus Objectives. These objectives are tagged with the corresponding Texas Essential Knowledge and Skills Standards. The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated.
 - A list of the Formative Assessment opportunities within the lesson. These assessments are linked to the Primary Focus Objectives and are also tagged with the corresponding Texas Essential Knowledge and Skills Standards. Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions so you have a clear sense of individual student progress with regard to unit skills before the end of the unit.
 - A Lesson at a Glance chart listing the lesson’s instructional activities, the materials needed, and the amount of time allotted to each activity.
 - An Advance Preparation section that prompts you to select and/or prepare lesson materials prior to the lesson. Whenever a lesson activity suggests that you write something on the board/chart paper, this information is included in Advance Preparation. Universal Access preparation prompts are also included to ensure that you are ready to adapt specific activities as needed for English Language Learners or students who need additional support.
 - Throughout each lesson, Support and Challenge sidebars provide further guidance to assist you in differentiating instruction. ELL Access sidebars provide specific tips for working with English Language Learners.
 - Foundational Skills Additional Support activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 30-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and English Language Learners.
 - Additional Support activities include:
 - Writing prompts based on each of the passages that students read. The prompts are rooted in the Texas Essential Knowledge and Skills standards for G3;
 - Routines for students to share their writing and provide feedback to each other; and
 - Phonics activity pages that provide additional practice on the phonics skills taught or reviewed in the lesson.
 - High Frequency Irregular Words (Tricky Words) instruction and review

- Teacher Resource Activity Pages found in the Teacher Resources section at the end of the Teacher Guide should be copied as desired for students to work on.
- Dictation Pretest and Posttest assessment(s) are included in the first and final lessons of the unit. The words in these assessments are the same so you may monitor student progress and mastery of specific sound-spellings.
- Teacher Resources, consisting of assorted forms and documents for monitoring student progress, as well as an answer key for the unit Activity Book, completes each Teacher Guide.

UNIT 1 CONTENT

In Unit 1, students will review: (1) a number of spellings from Grade 2 with an emphasis on blends, digraphs, and alternative sound-spellings; (2) words with closed and open syllables; and (3) words with common inflectional and derivational endings.

VOWEL SPELLINGS

Vowel sounds are made with an open mouth and unobstructed flow of air. There are nineteen vowel sounds in English, and ten are quickly reviewed in Unit 1.

The single-letter spellings for the “short” vowel sounds:

- ‘o’ > /o/ (*hop*)
- ‘e’ > /e/ (*pet*)
- ‘a’ > /a/ (*hat*)
- ‘i’ > /i/ (*it*)
- ‘u’ > /u/ (*but*)

The basic spellings for the “long” vowel sounds:

- /oe/ > ‘o’ (*go*) and ‘o_e’ (*hope*)
- /ee/ > ‘e’ (*be*) and ‘ee’ (*see*)
- /ae/ > ‘a_e’ (*cake*)
- /ie/ > ‘i’ (*hi*) and ‘i_e’ (*hike*)
- /ue/ > ‘u_e’ (*cube*)

In this unit, students are not asked to read and spell words with vowel digraph spellings such as ‘aw’, ‘oe’, and ‘ai’. They also are not asked to cope with tricky spellings for vowel sounds, like the letter ‘a’

which routinely stands for /a/ (*cat*), /æ/ (*table*), /o/ (*lava*), and schwa /ə/ (*about*). Instruction on alternative vowel sounds will continue in the remaining units.

CONSONANT SPELLINGS

In Unit 1, the following spellings for consonant sounds are quickly reviewed:

- 't' > /t/ (*top*), 'tt' > /t/ (*sitting*), 'ed' > /t/ (*asked*), and 'bt' > /t/ (*doubt*)
- 'd' > /d/ (*dot*), 'dd' > /d/ (*add*), and 'ed' > /d/ (*filled*)
- 'p' > /p/ (*pot*) and 'pp' > /p/ (*napping*)
- 'b' > /b/ (*bat*) and 'bb' > /b/ (*rubbing*)
- 'c' > /k/ (*cat*), 'k' > /k/ (*kid*), 'cc' > /k/ (*hiccup*), 'ck' > /k/ (*black*), and 'ch' > /k/ (*school*)
- 'g' > /g/ (*gift*), 'gg' > /g/ (*egg*), and 'gh' > /g/ (*ghost*)
- 'ch' > /ch/ (*chin*) and 'tch' > /ch/ (*itch*)
- 'j' > /g/ (*jump*)
- 'f' > /f/ (*fit*), 'ff' > /f/ (*stuff*), 'ph' > /f/ (*phone*), and 'gh' > /f/ (*rough*)
- 'v' > /v/ (*vet*)
- 's' > /s/ (*sun*) and 'ss' > /s/ (*dress*)
- 'z' > /z/ (*zip*), 'zz' > /z/ (*buzz*), and 's' > /z/ (*dogs*)
- 'th' > /th/ (*thin*) as a spelling for (unvoiced) /th/
- 'th' > /th/ (*them*) as a spelling for (voiced) /th/
- 'm' > /m/ (*mad*), 'mm' > /m/ (*swimming*), 'mb' > /m/ (*comb*)
- 'n' > /n/ (*nut*), 'nn' > /n/ (*running*), and 'kn' > /n/ (*knock*)
- 'ng' > /ng/ (*sing*) and 'n' > /ng/ (*pink*)
- 'sh' > /sh/ (*shop*)
- 'h' > /h/ (*hot*)
- 'w' > /w/ (*wet*) and 'wh' > /w/ (*when*)
- 'l' > /l/ (*lip*) and 'll' > /l/ (*bell*)
- 'r' > /r/ (*red*), 'rr' > /r/ (*ferret*), and 'wr' > /r/ (*wrist*)
- 'y' > /y/ (*yes*)

- 'x' > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- 'qu' > /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

Students also review consonant blends with two and three letters:

- 'bl', 'cl', 'fl', 'gl', 'pl', 'sl', 'br', 'cr', 'dr', 'fr', 'gr', 'pr', 'tr', 'sc', 'sk', 'sm', 'sn', 'sp', 'st', 'sw', 'tw', 'ld', 'nt', 'ft', 'lk', and 'nd'
- 'scr', and 'spl', 'thr', 'shr', 'spr', 'str', and 'tch'

The above list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, it has spelling alternatives. For example, the sound /k/ can be spelled several different ways: *cat*, *kit*, *soccer*, *rock*, and *school* are the spellings reviewed in Unit 1.

The consonant list for Unit 1 also illustrates another kind of complexity in the English writing system: the existence of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. For example, notice the tricky spelling 's' can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with an 's' in it, they may need to try pronouncing the 's' as /s/ and then as /z/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings, such as: (1) 'sh' in *shop*; (2) 'ng' in *sing*; (3) 'qu' in *quick*; and (4) 'tch' as a spelling for /ch/ as in *itch*.

In digraph spellings, two different letters stand for one sound. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a "letter team," where two or more letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand that a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, you are encouraged to talk about how the 's' and the 'e' work together as a letter team to stand for the /s/ sound, just like the letters 't' and 'h' work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help students learn more about the sounds. Many of the consonants have unvoiced and voiced pairs such as /s/ and /z/, /f/ and /v/. When comparing these sounds, students will notice their vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes "share" spellings. For example, 's' is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of English can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Students often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

For more information on the program’s approach to how phonics is taught with the basic and advanced code, please visit the program’s digital components site.

SYLLABICATION

One-, two- and multisyllable words are reviewed in Unit 1 lessons. Students identify the smaller words that make up compound words. They identify the first two of six major syllable sounds: closed (short vowel) and open (long vowel). Closed syllables are defined as being “closed up” by a vowel, such as in the word *pat*. Open syllables are defined as being “left open” without a consonant, such as in the word *go*.

For more information on the program’s approach to using chunking to decode multisyllable words, please visit the program’s digital components site and look for Appendix C in the Teacher Resources.

MORPHOLOGY

Unit 1 focuses on inflectional endings *-s*, *-es*, *-ed*, *-ing*, *-er* (comparative), and *-est* and the derivational endings *-y*, *-er* (noun), and *-less*. Students review how the endings change the meaning and/or part of speech of the root word. They practice reading the words and using them in sentences. Students will identify spelling changes such as dropping the final ‘e’, doubling the final consonant, or changing ‘y’ to ‘i’ before adding ‘es’, ‘er’, or ‘ed’.

WRITING

Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 1. Dictation words include short and long vowel sounds, consonant blends, double letter consonants, silent letter combinations, consonant digraphs, and consonant blends with digraphs. Students practice spelling multisyllabic words with the inflectional endings *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est* and the derivational endings *-y*, *-er*, and *-less*. In addition, students practice spelling abbreviations for titles with names, streets in addresses, states, days of the week, months of the year, and measurements.

Reading Comprehension Questions and Writing Extension

All twelve reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their Activity Books. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students’ letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

HIGH-FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

Appendix D of the Grade 3 Skills Teacher Resources on the digital components site includes a list of high-frequency irregular words used in the Unit 1 passages. The list also indicates each word's correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes one to seven words from this list. Additional words from the Unit 1 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words. Note that some lessons may not include any Tricky Word instruction.

ASSESSMENT

Dictation Pretest and Posttest

Unit 1 has an encoding pretest and a posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

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 various lessons.

Careful attention to this information, collected on a daily basis, will enable you to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson.

TEACHER RESOURCES

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

- Sample Anecdotal Reading Record
- Anecdotal Reading Record—Unit 1
- Sample Discussion Questions Observation Record
- Discussion Questions Observation Record—Unit 1
- Additional Support Activity Pages
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

BASIC CODE

Short and Long Vowels

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally review short and long vowel sounds. **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and decode words with short and long vowel sounds.

- TEKS 3.2.A.i**
- Students will identify syllables in compound words. **TEKS 3.2.A.iii**

Morphology

Students will add inflectional endings –s and –es to root words.

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

Reading

Students will read “Pat’s Bike” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the

- text. **TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.4**

Phonics—Encoding

Students will take the dictation pretest for Unit 1.

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Activity Page 1.1

Compound Words

- TEKS 3.2.A.iii**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

Activity Page 1.4

Unit 1 Dictation Pretest

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling

LESSON AT A GLANCE

	Time	Materials
PART 1 (15 min.)		
Warm-Up		
Review Short and Long Vowel Sounds	3 min.	
Phonics—Decoding		
Review Short and Long Vowel Sounds	3 min.	
Review Syllables	3 min.	☐ Activity Page 1.1
Morphology		
Root Words and Inflectional Endings with Verbs: –s and –es	6 min.	☐ Activity Page 1.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
PART 2 (15 min.)		
Reading		
Read “Pat’s Bike” with Accuracy	10 min.	☐ Activity Page 1.3
Phonics—Encoding		
Unit 1 Dictation Pretest	5 min.	☐ Activity Page 1.4

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Note to Teacher

- If you do not already have a chart with guidelines for active listening posted in the classroom, use the list below to create one. Refer to the chart frequently when students begin small group or partner work or before a class discussion.

Active Listening Guidelines

- Look at the speaker and listen carefully.
- Ask questions that are relevant or follow along with the topic.
- Answer questions using details and descriptions.
- When the speaker is finished sharing, wait to be recognized before you ask questions.

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds document, available under the General English Learners resource in the program's digital components site.

Reading

- Prepare the Unit 1 Discussion Questions Observation Record found in the Teacher Resources for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 1 pretest. Students will spell words with sound-spellings that are reviewed in this unit to provide a snapshot of their mastery of individual phonics skills. In Lesson 20, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 1.

Universal Access

- Gather pictures to represent the words in the Reading activity: *toolbox*, *sunset*, and *bike*.



Foundational Skills

Foundational Literacy Skills

Beginning

Ask yes/no questions about the words in the activity (e.g., “Is the vowel sound in *mat* the same as the vowel sound in *mate*?”).

Intermediate

After asking each question, provide students with specific sentence frames: *The vowel sound in [word] is long. The vowel sound in [word] is short.*

Advanced/

Advanced High

Encourage each student to expand and/or build on other students’ responses; for example, by comparing and contrasting (e.g., “The vowel sound in *cap* is short, but the vowel sound in *cape* is long.”).

ELPS 1.C

Lesson 1: Basic Code: Short and Long Vowels, Part 1

Warm-Up



Primary Focus: Students will orally review short and long vowel sounds. **TEKS 3.2.A.i**

REVIEW SHORT AND LONG VOWEL SOUNDS (3 MIN.)

- Remind students that vowels can make different sounds.
- Introduce the terms *long* and *short* using the following examples. Say each word, emphasizing the long or short vowel sound. Have students repeat the word back to you.

Short	Long
cap	cape
pet	Pete
sit	site

- Say the following words, instructing students to raise one hand when they hear a short vowel sound or two hands when they hear a long vowel sound: *rid, cut, pine, mat, code, ride, cute, cod, pin, and fate.*

Lesson 1: Basic Code: Short and Long Vowels, Part 1

Phonics—Decoding



Primary Focus

Students will identify and decode words with short and long vowel sounds.

TEKS 3.2.A.i

Students will identify syllables in compound words. **TEKS 3.2.A.iii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations.

REVIEW SHORT AND LONG VOWEL SOUNDS (3 MIN.)

- Write the following words on the board: *pin*, *mat*, *cod*, *cut*, and *rid*.
- Point to the word *pin* and read it aloud.
- Ask, “What is the vowel sound?” (/i/) “Is it short or long?” (*short*)
- Have a volunteer turn *pin* into a word with the long vowel sound /ie/. Read the new word aloud with the students. (*pine*)
- Say, “Adding a final ‘e’ to the end of the word changed the vowel sound from short to long.”
- Repeat the routine with the other words on the board. (*mat/mate*; *cod/code*; *cut/cute*; *rid/ride*)

REVIEW SYLLABLES (3 MIN.)

- Say, “A compound word is a word that is made up of two smaller words.”
- Say the following words: *backpack*, *bathtub*, *firefly*, and *goldfish*.
- Ask, “What do these words have in common?” (*They are compound words. Each word is made up of two smaller words.*)
- Write the word *backpack* on the board. Mark the syllable break: *back•pack*.
- Ask, “How many syllables are in *backpack*?” (*two*)
- Point to the words *back* and *pack*, and have the students read each word aloud with you. Then, read the compound word aloud together.
- Repeat the routine with the other compound words.
- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Monitor students’ responses to determine whether they can correctly divide a compound word into smaller words.

Challenge

Challenge students to generate additional compound words and share them with a partner. Have the partner identify the syllables. Then have partners switch roles.

Activity Page 1.1





Foundational Skills

Foundational Literacy Skills

Beginning

Remind students that in English, verb forms have different endings. Point out the verbs used in the lesson: *dig/digs, rush/rushes, watch/watches*.

Intermediate

Have students practice using the verbs by providing sentence frames. For example:
He _____ in the sand.
I _____ in the sand.

Advanced/

Advanced High

Ask volunteers to share the words for *digs, rushes,* and *watches* in their home language.

ELPS 1.C

Lesson 1: Basic Code: Short and Long Vowels, Part 1

Morphology



Primary Focus: Students will add inflectional endings –s and –es to root

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

ROOT WORDS AND INFLECTIONAL ENDINGS WITH VERBS: –S, –ES (6 MIN.)

- Remind students that a suffix is a word part added to the end of a verb to make a different word. On the board, write the examples: –s, –es.
- Say, “We add –s or –es to a verb to make the subject and the verb agree.”
- Write *dig* on the board. Read the word aloud. Say, “This is a word for an action that is happening right now: *I dig in the garden. We dig in the garden. They dig in the garden.*”
- Say, “I can add the suffix –s to the end of the word to show that someone else is doing the action right now.”
- Add –s to change it to *digs*.
- Use the word in sentences, noting *he, she,* and *the dog*: “*She digs in a garden. He digs in a garden. The dog digs in a garden.*”
- Say, “When I change who is doing the action from *I, you, we,* or *they* to someone or something else, I may need to add the suffix –s or –es to the verb: *I dig in the garden. He digs in the garden.* Both *dig* and *digs* are present tense verbs, meaning that the action is happening now. Let’s try another one.”
- Write *rush* on the board. Say the word. Add the suffix –s.
- Ask, “If I want to show that someone else is doing this action in the present, should I write the word like this?” (*no*)
- Cross out –s and replace it with –es. Say, “*rushes.*” Have students read the word aloud.
- Say, “If I want to say that someone else rushes, I need to change the suffix to –es because *rush* ends in –sh and I am saying two syllables: *rush • es.*”

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; **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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Use the word in a sentence: “He rushes.”
- Repeat the process with *watch*.
- Remind students that words that end in *-ss*, *-sh*, *-ch*, *-x*, or *-zz* need the ‘e’ before the ‘s’.
- Direct students to Activity Page 1.2 and review the instructions. Have students work on the activity page independently. If they don’t complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 1.2



Challenge

Ask volunteers to read some or part of the story aloud. After they read, point out any adjustments the student made to read with accuracy.

Activity Page 1.3



Support

Before reading “Pat’s Bike,” show the images you prepared in advance.

Have students repeat the word after you as you show each image.

Encourage students to follow along as you read the story aloud, annotating words that are unfamiliar to them.

Have students share unfamiliar words and discuss them as a group.

Lesson 1: Basic Code: Short and Long Vowels, Part 2

Reading



Primary Focus: Students will read “Pat’s Bike” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.4**

READ “PAT’S BIKE” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 1.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *scans*, *zips*
 - phrases: “gazes at the sunset”
- Have students follow along as you read “Pat’s Bike.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *studies* and *inflates*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Pat’s Bike”

1. **Literal.** What is wrong with Pat’s bike?
 - » The tire is flat and the rim is bent.
2. **Literal.** Who helps Pat with her bike?
 - » Felix helps Pat fix her bike.
3. **Literal.** What does Felix bring to fix Pat’s bike?
 - » Felix brings a pump and a toolbox.
4. **Literal.** What does Pat do after Felix fixes her bike?
 - » Pat and Felix ride to the lake and eat snacks.
5. **Inferential.** What does Pat learn?
 - » It is important to learn how to fix things; it is important to help people.



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the story: Does Pat like her bike? Does Pat’s bike break? Does Felix fix Pat’s bike?

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: When Pat’s bike breaks, she feels _____.

Advanced/ Advanced High

Encourage students to expand or build on other students’ responses.

ELPS 4.G; ELPS 4.I



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read this sentence with appropriate expression.” Read the sentence in a monotone voice: “Oh, no! The tire is flat and the rim is bent,” says Pat.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board. Say, “Talking with a partner is one way to bring more perspectives and information to our discussion. Let’s take a moment to think about how we would answer this question.”
- After providing some wait time, choose a volunteer to act as your partner. Model (a) asking your partner the question, (b) asking any clarifying questions, and (c) repeating back to your partner

what was shared. Then have your partner follow the same three steps. After both of you have shared, show the class that giving the thumbs-up sign signals when both partners have shared.

- Model sharing your partner’s answer with the group. Say, “Notice that I did not share my own answer. I shared my partner’s answer.” Ask your partner, “Did what I shared match what you shared with me?” Wait for a response and make changes, if necessary.
- Say, “Now it’s your turn.” Guide students through the three steps as they complete the activity with a partner. Remind students to signal with a thumbs-up when both partners have contributed to the conversation.
- Call on one student to share their partner’s thinking with the group. Ask the other partner if what was shared by the partner matches what they shared. Provide specific corrective feedback, or point out examples of how the response demonstrated how to do a Turn and Talk share.

Lesson 1: Basic Code: Short and Long Vowels, Part 2

Phonics—Encoding



Primary Focus: Students will take the dictation pretest for Unit 1.


 **TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

UNIT 1 DICTATION PRETEST (5 MIN.)

Activity Page 1.4



- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will be spelling words with different sound spellings that they will learn about in Unit 1.
- Say the word *blast*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

 **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 compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (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.

- | | | |
|-------------|-------------|-------------|
| 1. blast | 4. shipping | 7. trophies |
| 2. clipped | 5. crumbs | 8. selfless |
| 3. wrenches | 6. quicker | 9. funny |

- Then tell students that you will say two sentences aloud for them to spell.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. Mr. Smith uses a stopwatch. |
| 2. My stomach aches. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

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

Lesson 1: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.
- Have them reread “Pat’s Bike.”
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students that they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.

- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *kind, also, thank, most, learn, begin* and *someone*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *kind* and say, “This word is tricky because the ‘i’ is pronounced /ie/ and the ‘n’ and ‘d’ are blended together to say /n/ /d/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ie/ for this letter. We blend and say /n/ /d/ for these two letters. Point to the letters as you blend the sounds: /k/ /ie/ /n/ /d/, *kind*. Say, “*Kind!* It’s a word we use all the time, like when we say ‘That was very kind of you’ or ‘She is very kind.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *kind*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

2

BASIC CODE

Consonant Blends

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally review words with consonant blends. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with consonant blends. **TEKS 3.2.A.i**
- Students will identify and read words with closed syllables. **TEKS 3.2.A.ii**

Morphology

Students will add inflectional endings –s and –es to root words.

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

Reading

Students will reread “Pat’s Bike” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with consonant blends. **TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Pat’s Bike” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Consonant Blends	3 min.	
Phonics—Decoding		
Read Words with Consonant Blends	3 min.	
Read Closed One-Syllable Words	3 min.	<input type="checkbox"/> Activity Page 2.1
Morphology		
Root Words and Inflectional Endings: -s, -es	6 min.	<input type="checkbox"/> Activity Page 2.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “Pat’s Bike”	10 min.	<input type="checkbox"/> Activity Page 1.3
Phonics—Encoding		
Spell Words with Consonant Blends	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Prepare one copy of the blank Unit 1 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all of these records in alphabetical order on a dedicated clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *toolbox*, *sunset*, and *bike*.

Lesson 2: Basic Code: Consonant Blends, Part 1

Warm-Up



Primary Focus: Students will orally review words with consonant blends.

 **TEKS 3.2.A.i**

REVIEW CONSONANT BLENDS (3 MIN.)



- Explain to students that today they will blend words with consonant blends.
- Say, “I will say some segmented sounds. You will blend the sounds to say a word.”
- Say the following sounds as students listen: /f/ /l/ /a/ /g/. Ask students to blend the sounds and say the word. (*flag*)
- Write the word *flag* on the board.
- Point out the consonant blend ‘fl’ at the beginning of the word. Remind students that consonant blends can appear at the end of words too.
- Repeat with the following words: *snug, splint, twin, throb, screen, club, plum, brim, glum, grab, bend, and belt.*

Lesson 2: Basic Code: Consonant Blends, Part 1

Phonics—Decoding




Primary Focus

-  Students will identify and read words with consonant blends. **TEKS 3.2.A.i**
-  Students will identify and read words with closed syllables. **TEKS 3.2.A.ii**

READ WORDS WITH CONSONANT BLENDS (3 MIN.)

- Write *print* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Insert 's' to create *sprint*.
- As you make this change, say, "If that is *print*, what is this?" (*sprint*)
- Continue this process with the remaining words, calling on individual students to blend and read words.
- Complete the chaining for the various consonant blends.

1. print > sprint > splint > split > slit > sit > silt > silk > milk > mill > pill > spill
2. bray > gray > pray > tray > stray > stay > slay > lay > clay > play > splay > spray
3. clump > plump > plum > glum > glom > glob > slob > slab > slap > flap > clap > clasp

Support

Use rhyming to help students who struggle with short vowel sounds. Have students work with partners to say words that rhyme with the following words: *sap*, *let*, and *sit*.

READ CLOSED ONE-SYLLABLE WORDS (3 MIN.)

- Write the word *bat* on the board. Circle the 'a'.
- Say, "This vowel makes the short 'a' sound /a/." Have students repeat the sound.
- Point out that the vowel 'a' is followed by a consonant. Explain that we call this kind of syllable a "closed" syllable because the vowel is "closed up" by a consonant.
- Say, "Let's blend and read this word together." (/b/ /a/ t/, *bat*)
- Ask, "How many syllables does *bat* have? What kind of syllable is this?" (*one*; *closed*)
- Repeat with the following words: *bit*, *mud*, *pot*, and *fell*.
- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 2.1



Check for Understanding

Thumbs-Up/Thumbs-Down Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has a closed syllable: *red*." (*thumbs-up*)

Lesson 2: Basic Code: Consonant Blends, Part 1

Morphology




Primary Focus: Students will add inflectional endings –s and –es to root words.

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

ROOT WORDS AND INFLECTIONAL ENDINGS: –S, –ES (6 MIN.)

- Remind students that regular nouns are made plural by adding –s or –es.
- Write *pig* on the board. Say the word. Point out that it is a noun.
- Use the word in a sentence: “The pig eats.”
- Say, “If I want to say that there is more than one pig, I add the suffix –s to the word.”
- Remind students that the tricky spelling ‘s’ can stand for /s/ as in *cats* or /z/ as in *dogs*. Tell them that when they come upon an unfamiliar word with an ‘s’ in it, they may need to try pronouncing the ‘s’ as /s/ and then as /z/ in order to correctly read the word.
- Add –s to *pigs*. Read the new word aloud with the students. Say, “The ‘s’ in this word is pronounced /z/. *Pigs*.”
- Use the word in a sentence: “The pigs eat together.”
- Write *fox* on the board. Say the word. Add the suffix –s. Underline the ‘x’.
- Say, “The word *fox* ends in an ‘x’. We know that nouns that end in –ss, –sh, –ch, –x, or –zz need the ‘e’ before the ‘s’ or the suffix –es.” Write the letter combinations on the board as you say them.
- Say, “If I want to show that there is more than one fox, I need to replace the –s with –es.”
- Cross out –s and replace it with –es. Read the new word aloud with the students.
- Use the word in a sentence: “The foxes run.”
- Repeat the process with *boss*.

 **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; **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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Challenge

Have students generate a list of five nouns that end in ‘y’. Ask them to trade lists with a partner. Have students write the plural version of the nouns on their list.



**ENGLISH
LANGUAGE
LEARNERS**

Language

Learning How English Works

Beginning

Remind students that in English, when a singular noun becomes plural, the ending of the word usually changes. Point out the nouns used in the lesson: *pig*, *fox*, and *pony*. Ask whether the words show one or more than one of each kind of animal. (*one*, *singular*)

Intermediate

Have students practice using the singular nouns from the lesson (*pig*, *fox*, *pony*) by providing sentence frames. For example, *The _____ rolls in the mud.*

Advanced/ Advanced High

Ask volunteers to share the singular form of the nouns *pig*, *fox*, and *pony* in their home language.

ELPS 1.C

- Remind students that words that end in *-ss*, *-sh*, *-ch*, *-x*, or *-zz* need the 'e' before the 's'.
- Write *pony* on the board. Say the word.
- Say, "This noun ends with the letter 'y'. We know that when a noun ends with the letter 'y', we need to change the *y* to *i* and add *-es* to make the plural form."
- Cross out the 'y' and replace it with 'i' and add '-es'. Read the new word aloud with the students.
- Use the word in a sentence: "Three ponies are by the barn."
- Say, "Remember, when a noun ends with a 'y', to make the plural form we change the 'y' to an 'i' and add *-es*."
- Repeat with *puppy*.
- Direct students to Activity Page 2.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 2.2



Lesson 2: Basic Code: Consonant Blends, Part 2

Reading



Primary Focus: Students will reread “Pat’s Bike” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “PAT’S BIKE” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Pat’s Bike” with a partner.
- Take time to answer any questions that students may have about “Pat’s Bike.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words that have consonant blends, such as *past*;
 - circle three words that end in *-s* or *-es*, such as *wishes*; and
 - highlight three words that have one closed syllable, such as *Pat*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Challenge

Have students use a different color to identify multisyllabic words that contain closed syllables.

Activity Page 1.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with consonant blends.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “Pat’s Bike” Anecdotal Reading Record

As you listen to each student read “Pat’s Bike,” make notes about the student’s reading, such as errors in fluency or prosody, in the Unit 1 Anecdotal Reading Record.

Lesson 2: Basic Code: Consonant Blends, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with consonant blends.

TEKS 3.2.B.iv

SPELL WORDS WITH CONSONANT BLENDS (5 MIN.)

- Explain that students will be writing in their dictation journals.
- Tell students that they will be spelling words that have consonant blends.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example *split*. Ask, “What sounds does it contain?” (/s/ /p/ /l/ /i/ /t/)
- Write *split* on the board.
- Say the word *twin*. Repeat it. Have students write it in their journals.
- Repeat with the remaining words.

- | | | |
|---------|---------|--------------|
| 1. twin | 4. pink | 7. drumstick |
| 2. snug | 5. bend | 8. splint |
| 3. club | 6. plum | 9. smiles |

- Then tell students you will say two sentences aloud for them to spell in their dictation journals.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

1. The frog is in a trap.
2. Fill the glass to the brim.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 2: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 2.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share and check each other's work.

SHARING

- On chart paper, copy the “Response Starters for Writing About Text” table as shown below.

- Say, “Yesterday you wrote a response to the prompt about ‘Pat’s Bike.’ The prompt asked you to think and write about a time when you helped a friend or when a friend helped you. Today you will share your writing. We will practice using a Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, leaving only the first Response Starter uncovered. Read the first Response Starter aloud. Say, “As I listen to someone share their writing, I am going to be listening for a word or short phrase that helps me understand something about this response to the prompt. Listen as I read a sample writing response.”
- Say, “One time, my friend Sam lost his book. He was very upset and was looking everywhere. I helped him look for it. We found Sam’s book under his desk. He thanked me for helping him find it.”
- Say, “This writing response says that Sam was looking everywhere for his book. That helps me understand that the book was very important to Sam. Now I will use the Response Starter to give feedback.” Point to each word of the Response Starter as you read it, filling in the blanks as you read. Say, “When you used the words looking everywhere, it helped me understand that the book was very important to Sam.”
- Say, “Now it’s your turn to practice using the Response Starter to give each other feedback.” Pair up students and have one person share the response they wrote about “Pat’s Bike” on **Activity Page TR 1.1**. Listeners should use the sentence starter to provide constructive feedback. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. Provide as much support as necessary to help the student who is responding to successfully use the Response Starter. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.
- Keep this table for all lessons that include writing about text. Response Starters should be used consistently to provide targeted feedback that helps the writer note a) where they used evidence correctly, b) where their word choice was impactful, and c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *kind* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kinnd*. Write the letters to spell *kind* on the board.
- Point to the word *kind* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ sound is spelled with ‘i’ and the blended /n/ /d/ sounds are spelled with ‘n’ and ‘d.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ie/ for this letter. We blend and say /n/ /d/ for these two letters.” Point to the letters as you blend the sounds: /k/ /ie/ /n/ /d/, *kind*. Say, “*Kind!* It’s a word we use all the time.”
- Repeat with the words *also*, *thank*, *most*, *learn*, *begin* and *someone*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with

each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

BASIC CODE

Words with Double-Letter Consonants

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally review words with double-letter consonants. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with double-letter consonants. **TEKS 3.2.A.i**
- Students will identify and read closed two-syllable words. **TEKS 3.2.A.ii**

Morphology

Students will add inflectional endings *-ed* and *-ing* to root words.

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

Reading

Students will read “Jazz Music” fluently and answer questions about key details in

- the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with double-letter consonants.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 3.2

Root Words and Inflectional Endings: *-ed*, *-ing*

- TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (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.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 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.4** Use appropriate fluency (*rate*, *accuracy*, and *prosody*) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Blend and Segment Double-Letter Consonant Words	3 min.	
Phonics—Decoding		
Read Words with Double Consonants	3 min.	
Read Closed Two-Syllable Words	3 min.	<input type="checkbox"/> Activity Page 3.1
Morphology		
Root Words and Inflectional Endings: –ed and –ing	6 min.	<input type="checkbox"/> Activity Page 3.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Jazz Music”	10 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4
Phonics—Encoding		
Spell Words with /f/ > ‘ff’, /l/ > ‘ll’, /s/ > ‘ss’, /z/ > ‘zz’	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Universal Access

- Gather pictures to represent the words in the Reading activity: *role, stunning, velvet, adapt, impact*.

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



Warm-Up

Primary Focus: Students will orally review words with double-letter consonants.

 **TEKS 3.2.A.i**

BLEND AND SEGMENT DOUBLE-LETTER CONSONANT WORDS (3 MIN.)



- Explain to students that today they will blend words with double-letter consonants.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say, “Listen to these two sounds: /a/ /d/.” Ask students to blend the sounds and say the word. (*add*)
- Repeat with the following words: *egg, fuzz, glass, hill, miss, kitten*.

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



Phonics—Decoding

Primary Focus


-  Students will identify and read words with double-letter consonants. **TEKS 3.2.A.i**
-  Students will identify and read closed two-syllable words. **TEKS 3.2.A.ii**

READ WORDS WITH DOUBLE CONSONANTS (3 MIN.)

- Write the words *egg, fuzz, glass, hill, miss, kitten* on the board.
- Ask, “What do you notice about the word *egg*?” (*It has two consonants.*)

Support

Ask students to say the short vowel sounds with a partner. Then ask students to take turns saying words with short vowel sounds.

-  **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “Notice that when we say the words, we only say the consonant sound once, for the double-letter team. For example, we do not say /e/ /g/ /g/ (exaggerate the /g/ sound). We just say /e/ /g/.” Point to the word and read it aloud with the students.
- Repeat the routine with the other words from the Warm-Up.

READ CLOSED TWO-SYLLABLE WORDS (3 MIN.)

NOTE: Students may have previously learned that double-consonant spellings are kept together as a unit when dividing syllables. Beginning in Grade 3, we move to the traditional convention of dividing between the double consonants.

- Remind students that they learned about closed-syllable words in Lesson 2.
- Write the word *cat* on the board.
- Point out that the word has a short vowel sound. Circle the ‘a’ and say the short vowel sound /a/. Have students repeat it. Read the word aloud with the students.
- Ask, “How many syllables does *cat* have?” (*one*)
- Point out that the vowel (‘a’) is followed by a consonant (‘t’). Remind students that this kind of syllable is a “closed” syllable because the vowel is “closed up” by the consonant.
- Write the word *rabbit* on the board.
- Circle the ‘a’ and ‘i’. Point out that the word has two short vowel sounds, /a/ and /i/.
- Point to the double ‘b’. Say, “I see a double consonant here. The letters work together to make a single /b/ sound.”
- Use a slash to mark the division between the syllables: rab•bit.
- Point to the first syllable. Ask, “What kind of syllable is this?” (*closed*)
- Point to the second syllable. Ask, “What kind of syllable is this?” (*closed*)
- Ask, “How many syllables does this word have?” (*two*)
- Read the word aloud with students.
- Repeat with the following words: *cotton*, *button*, *goblet*, *happen*.
- Direct students to Activity Page 3.1 and review the instructions.

Activity Page 3.1



Challenge

Have students generate a list of three root words.

Have them add the suffixes *-ed* and *-ing* to the words. Then ask them to write sentences with the six words they have created.

ENGLISH
LANGUAGE
LEARNERS



Language

Learning How English Works

Beginning

Ask students to raise their right hand if they hear a word about something happening in the past and their left hand if they hear a word about something happening now. Say aloud the following words from the lesson: *enjoyed*, *ended*, *calling*, *filled*, *fishing*.

Intermediate

Have students practice using the words by providing sentence frames. For example, *Yesterday, he _____ the zoo. (enjoyed)*

Advanced/

Advanced High

Ask volunteers to ask a question using one of the words. For example, *Has the movie ended yet?*

ELPS 1.C

- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two closed syllables: *laptop*." (*thumbs-up*)

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



Morphology

Primary Focus: Students will add inflectional endings *-ed* and *-ing* to root words.

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

ROOT WORDS AND INFLECTIONAL ENDINGS: -ED AND -ING (6 MIN.)

- Say, "A suffix is a word part that is added to the end of a word to change its meaning. Here are two common suffixes."
- Write *-ed* and *-ing* on the board.
- Review how to create words with inflectional endings. Write the root word *cook* on the board. Say, "Let's add *-ed* to *cook* to make the word *cooked*. When we add *-ed*, we show that *cook* happened in the past."
- Add *-ed* to *cook*. Say, "Yesterday, I cooked for my friends."
- Say, "Now, let's add *-ing* to *cook* to make the word *cooking*. When we add *-ing*, we show that *cook* is happening in the present."

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 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Add *-ing* to *cook*. Say, “Today, I am cooking for my family.”
- Write the word *jump* on the board. Ask, “What can we add to *jump* to show that it happened in the past?” (*-ed*)
- Add *-ed* to *jump*. Read the new word aloud with the students. Say, “Last week my cat jumped onto my friend’s head.”
- Ask, “What can we add to *jump* to show that it is happening now?”
- Add *-ing* to *jump*. Read the new word aloud with the students. Say, “I am happy that no one is jumping on their desk right now.”
- Repeat adding *-ed* and *-ing* to the following words: *fish, fill, end, call*. Note that *-ed* has a ‘t’ sound when it is added to *cook, jump, and fish*, but it has a ‘d’ sound when added to *fill, end, and call*.

Note: Students will categorize words that end in *-ed* by the sound they make in the next lesson.

- Direct students to Activity Page 3.2 and review the instructions. Have students work on the activity page independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 3.2





Reading

Reading Closely

Beginning

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

Intermediate

Have a small group read the first paragraph together, taking turns.

**Advanced/
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Activity Pages 3.3, 3.4

**Lesson 3: Basic Code: Words with Double-Letter Consonants,
Part 2****Reading**

Primary Focus: Students will read “Jazz Music” fluently and answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “JAZZ MUSIC” (10 MIN.)

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *impact, adapt, buzz*
 - phrases: “buzzes with life,” “smooth like velvet,” “in a nutshell,” “on the spot,” “dizzying beats”
- Have students follow along as you read “Jazz Music.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *communities* and *attracted*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.
- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Support

Before reading “Jazz Music,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 2



Phonics—Encoding

Primary Focus: Students will spell and write words with double-letter consonants.

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

SPELL WORDS WITH /F/ > ‘FF’, /L/ > ‘LL’, /S/ > ‘SS’, /Z/ > ‘ZZ’ (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words that have double consonants. Point out that these words contain closed syllables.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example *jazz*. Ask, “What sounds does it contain?” (/j/ /a/ /z/)
- Write *jazz* on the board.
- Say the word *less*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

Support

Emphasize to students that each double-letter combination produces only a single sound and the letters are not pronounced twice.

- | | | |
|---------|----------|------------|
| 1. less | 4. shell | 7. fizzy |
| 2. pull | 5. whiff | 8. cuff |
| 3. roll | 6. chess | 9. compass |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. The rabbit was on the hill.
2. I will miss you.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

Lesson 3: Foundational Skills Remediation

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3 “Jazz Music.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write in complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *want, many, even, together, these, find* and *world*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *want* and say, “This word is tricky because the ‘a’ is pronounced /aw/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /aw/ for this letter. We blend and say /n/ /t/ for these letters. Point to the letters as you blend the sounds: /w/ /aw/ /n/ /t/, *want*. Say, “*Want!* It’s a word we use all the time, like when we say ‘They want to keep jazz music going.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *want*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.

- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Words with Double-Letter Consonants and the Suffixes *-ed, -ing*

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review words with double-letter consonants. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with double-letter consonants and the suffixes *-ed* and *-ing*. **TEKS 3.2.A.i; TEKS 3.2.A.vi**
- Students will identify and read multisyllabic words with closed syllables. **TEKS 3.2.A.ii**

Morphology

- Students will read and define words with inflectional endings *-ed* and *-ing*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

- Students will reread “Jazz Music” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with double-letter consonants. **TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Observation

“Jazz Music” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (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; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Blend Words with Double-Letter Consonants	3 min.	
Phonics—Decoding		
Read Words with Double-Letter Consonants and <i>-ed, -ing</i>	3 min.	<input type="checkbox"/> Activity Page 4.1
Read Closed Multisyllabic Words	3 min.	
Morphology		
Root Words and Inflectional Endings: <i>-ed, -ing</i>	6 min.	<input type="checkbox"/> Activity Page 4.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “Jazz Music”	10 min.	<input type="checkbox"/> Activity Page 3.3
Phonics—Encoding		
Spell Words with Double-Letter Consonants and <i>-ed, -ing</i>	5 min.	<input type="checkbox"/> dictation journal

stable syllables; **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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
 - Have students take turns reading the entire text.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping voices together to read the text.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *trumpet*, *piano*, *drums*, *velvet*. You may also want to show a map of the United States with New Orleans, Louisiana marked.

Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1

Warm-Up



Primary Focus: Students will review words with double-letter consonants.

 **TEKS 3.2.A.i**

BLEND WORDS WITH DOUBLE-LETTER CONSONANTS (3 MIN.)

- Tell students that today they will continue to blend words with double-letter consonants.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /d/ /i/ /l/. Ask students to blend the sounds and say the word. (*dill*)
- Repeat with the following words: *ball*, *cliff*, *jazz*, *kiss*, *shell*, *will*.
- Write the words on the board. Point out that the double-letter consonants make a single consonant sound.
- Ask, “When I see the word *jazz*, should I say /j/ /a/ /z/ /z/ (make two distinct /z/ sounds)?” (*no*)
- Say, “No, the letters ‘zz’ at the end of *jazz* make a single /z/ sound.”

Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1

Phonics—Decoding




Primary Focus

Students will identify and read words with double-letter consonants and the suffixes *-ed* and *-ing*. **TEKS 3.2.A.i; TEKS 3.2.A.vi**

Students will identify and read multisyllabic words with closed syllables.

 **TEKS 3.2.A.ii**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (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; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH DOUBLE-LETTER CONSONANTS AND *-ED*, *-ING* (3 MIN.)

- Tell students that they will review the suffixes *-ed* and *-ing* today.
- Write the following words on the board: *batted*, *jogged*, and *hopped*.
- Write the following sounds in columns on the board: /ed/, /d/, and /t/.
- Explain to students that the suffix *-ed* can make the /ed/, /d/, or /t/ sound depending on the consonant that comes before it.
- Have a volunteer read the word *batted* aloud and underline the root word. (*bat*)
- Ask students what sound the *-ed* makes at the end of the word. (/ed/)
- Write the word *batted* beneath the /ed/ heading on the board.
- Repeat the routine with the other words on the board. (*jogged*: /d/; *hopped*: /t/)
- Write the words *running* and *swimming* on the board.
- Have a volunteer read the word *running* aloud and underline the root word. (*run*) Point out that we don't say two /n/ sounds because there are two 'n's in the word. The doubled 'n's work together to make a single /n/ sound.
- Direct students to Activity Page 4.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Remind students of what they have learned about closed-syllable words. Write the word *tennis* on the board.
- Point out that each of the syllables has a short vowel sound. Circle the 'e' and 'i' and say the short vowel sounds. Have students repeat them.
- Point out that the vowels in each syllable are followed by a consonant. Remind students that this kind of syllable is a "closed" syllable because the vowel is "closed up" by the consonant.
- Read the word aloud with students.
- Write the word *muffin* on the board.
- Circle the 'u' and 'i'. Point out that the word has two short vowel sounds, /u/ and /i/.

Challenge

Ask students to share the forms of verbs that have irregular forms for the past tense and regular forms with doubled consonants for the form with *-ing*: *run*, *win*, *sat*. (*ran/running*; *won/winning*; *sat/sitting*)

Activity Page 4.1



Support

Ask students to read and clap the words to figure out how to divide each word into syllables.

- Say the sounds and have students repeat them.
- Point to the double 'f'. Say: "I see a double consonant here. Where do I divide between the syllables?" (*between the double 'f's*)
- With a slash, mark the division between the syllables: *muf•fin*.
- Point to the first syllable. Ask, "What kind of syllable is this?" (*closed*)
- Point to the second syllable. Ask, "What kind of syllable is this?" (*closed*)
- Read the word aloud with students.
- Repeat with the following words: *blossom*, *classic*, *ribbon*, and *puppet*.

Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1

Morphology



Primary Focus: Students will read and define words with inflectional endings


 *-ed* and *-ing*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that they have learned about the suffixes *-ed* and *-ing*. Review that the suffix *-ed* shows that the action took place in the past and the suffix *-ing* can show that the action is taking place now.

Note: You may wish to point out to students that the *-ing* ending may also signify different parts of speech, such as nouns (e.g., *She looks at the painting.*) and adjectives (e.g., *That was a boring book.*). However, this and the following lessons on inflectional endings will focus on when the action is taking place (e.g., *She is swimming in the pool.*).

- Say, "We're going to take a look at how root words that end with a closed syllable change when we add the *-ed* and *-ing* suffixes. Some words stay the same, and for others, we double the last consonant."
- Explain that for most words in which the last three letters have a consonant-vowel-consonant (CVC) pattern (such as *hum*), we have to double the final consonant before adding a suffix like *-ed* or *-ing*.

 **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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by providing fewer word choices based on students' levels of proficiency.

Intermediate

Have students work with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Students can work on the activity independently.

ELPS 1.F

- Write the word *hum* on the board, and read the word aloud with the students. Label the 'h' with a C. Label the 'u' with a V. Label the 'm' with a C.
- Write the words *hummed* and *humming* on the board and read them aloud with the students. Circle the second 'm' in both words.
- Then point to the word *hummed*. Ask, "What suffix do you see in this word?" (*-ed*) Circle the *-ed*.
- Ask, "If we use the suffix *-ed*, when did the action take place?" (*in the past*)
- Point to the word *humming*. Ask, "What suffix do you see in this word?" (*-ing*) Underline the *-ing*.
- Ask, "If we use the suffix *-ing*, when is the action taking place?" (*now*)
- Repeat the routine with the word *stop*, labeling the 't' with a C, the 'o' with a V, and the 'p' with a C.
- Write the words *stopped* and *stopping* on the board, and read the words aloud with the students. Then, have students identify the doubled consonant 'p'.
- Ask, "Which word would we use to describe an action happening now?" (*stopping*)
- Ask, "Which word would we use to describe an action that happened in the past?" (*stopped*)
- Repeat the routine with the following words: *plan*, *trim*, and *grab*.
- Say, "We've been working with one-syllable words with the CVC pattern, and adding the suffixes *-ed* and *-ing*. Let's take a look at adding the suffixes to two-syllable words that end with a closed syllable."
- Point out that words in which the first syllable is stressed (*listen*, *happen*) are an exception to the CVC rule for doubling consonants. In these cases, we do not double the final consonant before adding the ending: *listening/listened*; *happening/happened*.
- Say, "We have reviewed words that already have double-letter consonants before a suffix is added, such as *stuff*. Do you think we should add another 'f' to *stuff* when we add the suffix *-ing*?"
- Write *stuffing* (with 3 'f's) on the board.
- Say, "No, if a word already has two consonants, we don't need to add another one when we add a suffix."
- Point out that we also don't double the letters 'x', 'y', or 'z' before adding suffixes, e.g., *boxing*, *paying*.



- Direct students to Activity Page 4.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word describes an action taking place now: *looked*." (*thumbs-down*)

Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 2

Reading



Primary Focus: Students will reread “Jazz Music” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “JAZZ MUSIC” (10 MIN.)

Note: Students will read today’s text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread “Jazz Music” with a partner.
- Take time to answer any questions that students may have about “Jazz Music.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline at least three words with double-letter consonants, such as *jazz*.
 - circle at least three words with the suffixes *-ed* and *-ing*, such as *connected*.
 - highlight at least three multisyllabic words in which all syllables are closed, such as *subject*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Support

Have students first look for single-syllable words with short vowel sounds before they try to identify words with two closed syllables.

Activity Page 3.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with double-letter consonants.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “Jazz Music” Anecdotal Reading Record

As you listen to each student read “Jazz Music,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with double-letter consonants.

TEKS 3.2.B.vii

SPELL WORDS WITH DOUBLE-LETTER CONSONANTS AND *-ED*, *-ING* (5 MIN.)

- Direct students to take out their dictation journal.
- Tell students that they will be spelling words that have double-letter consonants. Point out that these words contain closed syllables.
- Remind students that the suffix *-ed* can make the /ed/, /d/, or /t/ sound.
- Give the example *batted*. Ask, “What sounds does *batted* contain?” (/b/ /a/ /t/ /ed/)
- Write *batted* on the board.
- Ask, “What is the root word in *batted*?” (*bat*)
- Remind them that most words that end in the CVC pattern (consonant-vowel-consonant) need to have the final consonant doubled before adding the suffix.
- Say, “So I know that since *bat* is a CVC word, I will double the ‘t’ to spell *batted*.”
- Say the word *shipped*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

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.

- | | | |
|------------|-------------|------------|
| 1. shipped | 4. shopping | 7. getting |
| 2. rubbing | 5. plugging | 8. grinned |
| 3. spotted | 6. trapped | 9. winning |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|----------------------|
| 1. I am skipping. |
| 2. I spotted a ship. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

Lesson 4: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished, ask pairs to share and check their work.

SHARING

- Say, “Yesterday, you wrote a response to the prompt about ‘Jazz Music.’ The prompt asked you to identify the central idea of the text and to use at least two details from the passage that support this central idea. Today, you will share your writing. We will practice using another Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, uncovering the second Response Starter. Read the Response Starter aloud. Say, “As we listen to a response, we are going to be listening for a central idea of ‘Jazz Music’ and details from the passage to support this central idea.”
- Pair up students and have one person share the response they wrote about “Jazz Music” on **Activity Page TR 3.1**. Listeners should use either of the sentence starters to provide constructive feedback. Circulate and provide as much support as necessary to help the student who is responding to successfully use the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *want* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *wawnnt*. Write the letters to spell *want* on the board.
- Point to the word *want* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled with ‘a.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /aw/ for this letter. We blend and say /n/ /t/ for these letters.” Point to the letters as you blend the sounds: /w/ /aw/ /n/ /t/, *want*. Say, “*Want!* It’s a word we use all the time.”
- Repeat with the words *many*, *even*, *together*, *these*, *find* and *world*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with

each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review identifying words with long and short vowels and consonant blends. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with long and short vowels, consonant blends, and double-letter consonants. **TEKS 3.2.A.i; TEKS 3.2.A.vi**
- Students will identify closed syllables in two-syllable words. **TEKS 3.2.A.ii**

Morphology

- Students will add inflectional endings to root words. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

- Students will read and annotate “Baking Cupcakes” independently and answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

- Students will review spelling and writing words with long and short vowels, consonant blends, and double-letter consonants. **TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

- TEKS 3.2.B.iv; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (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; (ii) 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.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 3.3.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.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Give Me a Word	3 min.	
Phonics—Decoding		
Review: Vowel Sounds, Blends, and Consonant Sound Spellings	3 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2
Read Closed Two-Syllable Words	3 min.	
Morphology		
Review Inflectional Endings	6 min.	<input type="checkbox"/> Activity Page 5.3
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Baking Cupcakes” Independently	10 min.	<input type="checkbox"/> Activity Pages 5.4, 5.5
Phonics—Encoding		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Gather pennies (or other small objects) for each pair of students. Tear out Activity Page 5.1 and cut out one set of Shop for Spellings Word Cards for each pair of students.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *flour*, *sugar*, *butter*, *eggs*, *milk*, *whisk*, and *spatula*.

Lesson 5: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review identifying words with long and short vowels and consonant blends. **TEKS 3.2.A.i**

GIVE ME A WORD (3 MIN.)

- Tell students that they are going to review words with blends and vowel sounds they have learned about this week.
- Write *flag* on the board. Say the word. Underline and point out the *fl* blend.
- Ask, “What is another word that begins with this blend?” (*flow, flight, flock, flip*, and so on)
- Point to the word *flag* again. Repeat the word.
- Ask, “What vowel sound does this word have? Is it long or short?” (*/a/; short*)
- Ask, “What is another word with the short */a/* vowel sound?” (*map, trap, flap, sap*, and so on)
- Repeat the routine with *tray, splint*, and *stripe*.

Lesson 5: Review: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

- Students will identify and read words with long and short vowels, consonant blends, and double-letter consonants. **TEKS 3.2.A.i; TEKS 3.2.A.vi**
- Students will identify closed syllables in two-syllable words. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (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; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

REVIEW: VOWEL SOUNDS, BLENDS, AND CONSONANT SOUND SPELLINGS (3 MIN.)

- Organize students into pairs and distribute one set of pennies and Shop for Spellings Word Cards you have precut from Activity Page 5.1 for each pair of students. Then direct students to Activity Page 5.2.
- Review the instructions and game board for the Shop for Spellings game as a class. Answer questions.
- Circulate as students play the game.

READ CLOSED TWO-SYLLABLE WORDS (3 MIN.)

- Write the following first syllable of a word on the board: *com-*. Say it aloud.
- Say, "A lot of words begin with this closed syllable. Let's solve some riddles to complete words that begin with *com-*."
- Say the first riddle and have students think of a second closed syllable to make a word that begins with *com-*. (*compass*)

a tool that always shows what direction North is	a type of text that uses pictures and word bubbles to tell a story
to force or pressure strongly	to carry out an action or to dedicate
describes something that is made up of many parts	a bright object in space that develops a tail as it orbits closer to the sun

- Add the second syllable to *com-* on the board. Ask a volunteer to read the complete word aloud. (*compass*)
- Repeat the routine with the remaining riddles. (e.g., *com•ic*, *com•pel*, *com•mit*, *com•plex*, *com•et*)



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two closed syllables: *bucket*." (*thumbs-up*)

Activity Pages 5.1, 5.2



Challenge

Have partners continue the Closed Two-Syllable Words activity by taking turns providing each other with a first syllable and having their partner complete the word with a closed syllable, for example: *gob-* (*goblet*), *cot-* (*cotton*), *din-* (*dinner*), *ten-* (*tennis*), *sud-* (*sudden*), *pil-* (*pilgrim*).

Support

Write *Today he . . .* and *Yesterday he . . .* on the board, and work with students to categorize the following verbs correctly: *crushed*, *fetches*, *studies*, *talked* to complete each sentence.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Beginning

Use props to help students further understand the concepts of singular and plural. For example, point to a book and explain that *book* is singular. Then point to a stack of books and explain that *books* is plural.

Intermediate

Have students explain in their own words the difference between singular and plural.

Advanced/ Advanced High

Ask volunteers to generate a short list of singular nouns to make plurals both in English and in their home language.

ELPS 1.C

Activity Page 5.3



Lesson 5: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will add inflectional endings to root words.

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

REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Tell students they are going to review the suffixes they learned about this week.
- Write *berry* on the board. Read the word. Demonstrate changing the *y* to *i* and adding *-es*.
- Ask, “What does this ending tell us about how many berries there are?” (*There are more than one.*) Read the new word aloud with the students.
- Write *walk* on the board. Read the word. Demonstrate adding *-ed*.
- Ask, “What does this ending tell us about when the action took place?” (*It took place in the past.*) Read the new word aloud with the students.
- Write *wrap* on the board. Read the word. Demonstrate adding *-ing* to *wrap*.
- Point out that because *wrap* ends in a CVC pattern, you will double the ‘p’ before adding the suffix. Read the new word aloud with the students.
- Ask, “What can this ending tell us about when the action took place?” (*It might change the meaning of the word to mean the action is happening right now.*)
- Direct students to Activity Page 5.3 and review the instructions. Have students work on the activity page in pairs. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 5: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Baking Cupcakes” independently and answer questions about key details in the

text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

READ “BAKING CUPCAKES” INDEPENDENTLY (10 MIN.)

Note: “Baking Cupcakes” is a procedural text that is organized in steps and includes some domain-specific terminology, including *degrees* and its symbol.

Tell students that they will be reading “Baking Cupcakes” independently. Direct students to Activity Page 5.4.

- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *assist, rim, snazzy*
 - phrases: “like velvet”
 - domain-specific language: 350° (degrees); *whisk, spatula* (cooking tools); *cup, teaspoon* (units of measure); $1/4$ cup, $1/2$ cup, $3/4$ cup (fractional units of measure)
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *adult* and *ingredients*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (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 3.5** Self-select text and read independently for a sustained period of time.

Support

Before reading “Baking Cupcakes,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Support

Have students focus on one annotation at a time. For example, first have them read and underline words with double-letter spellings. On the next read, have them put a box around compound words, and so on.

Activity Pages 5.4, 5.5





Reading

Reading Closely

Beginning

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *Words with double-letter spellings; Compound words*).

Intermediate

Have students work with a partner to annotate the text.

**Advanced/
Advanced High**

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A

- Then have them read the text again and
 - underline at least three words with double-letter spellings, such as *butter*,
 - put a box around at least three compound words, such as *cupcakes*,
 - circle at least three words with *-ed* and *-ing*, such as *baking* and *filled*,
 - highlight at least three one-syllable words with closed syllables, such as *rim*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.5 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 5: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing words with long and short vowels, consonant blends, and double-letter consonants.

TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii

ENCODING REVIEW (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with long and short vowels, consonant blends, and words with double consonants and suffixes.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example of *clap*. Ask, "What sounds does it contain?" (/k/ /l/ /a/ /p/).

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (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.

- Write *clap* on the board.
- Say, I see the pattern CVC (consonant-vowel-consonant) in ***clap***.
- Ask, “When we see the pattern CVC at the end of the word, what do we usually need to do before adding a suffix like *-ing*?” (*double the consonant t*)
- Write *clapping* on the board. Point out the double consonant.
- Remind students that the suffix *-ed* can make the /ed/, /d/, and /t/ sounds.
- Say the word *bluff*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|-------------|-------------|
| 1. bluff | 4. swimming | 7. flies |
| 2. rubbed | 5. crabs | 8. clipping |
| 3. sandboxes | 6. filled | 9. drops |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------|
| 1. The rabbit hopped. |
| 2. He bangs on the drum. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

Lesson 5: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students back to Activity Page 5.4.
- Have them reread “Baking Cupcakes.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- When students are done writing, display the Response Starters table below, showing only the first two Response Starters. Have a volunteer read the Response Starters aloud.
- Tell students that they will share their responses either in pairs or small groups.
- After sharing their response, a student should call on a listener to comment. Remind the student who is responding to use one of the Response Starters to provide constructive feedback. Circulate and provide feedback on how the listeners used the Response Starter.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 1 and 3 (*kind, also, thank, most, learn, begin, someone, want, many, even, together, these, find, world*). Write the following new words on index cards: *sure, ready, put, and done*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *sure* and say, "This word is tricky because the 's' is pronounced /sh/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /sh/ for this letter. We say /er/ for these letters, and we do not say this letter." Point to the letters as you blend the sounds: /sh/ /er/, *sure*. Say, "*Sure!* It's a word we use all the time, like when we say 'The cupcakes are sure to make them smile!'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *sure*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /sh/ sound spelled 's.'" Write *sugar* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 1 and 3. Say, "Now we're going to practice reading all the new words we learned this week. Let's play a game. We're going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let's see how fast we can go. My turn first."
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, "Do you think you can go faster than I did?"
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer,

and move on to the next card in the stack with the same small group until you go through all of the cards.

- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

1. Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

2. Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

6

REVIEW

Silent Letter Combinations: 'wr' and 'kn'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally add final sounds to make new words. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with silent letter combinations. **TEKS 3.2.A.i**

Students will identify and read closed syllables in multisyllabic words.

- TEKS 3.2.A.ii**

Morphology

Students will add inflectional endings *-ing* and *-ed* to root words.

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

Reading

Students will read “Knoll the Knight” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key

- details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write multisyllabic words with silent letter combinations

- /r/ > 'wr', /n/ > 'kn'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 6.1 Review Silent Letter Combinations: 'wr' > /r/, 'kn' >

- /n/ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation Discussion Questions Observation Record **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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;

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Add Ending Sounds to Create New Words	3 min.	
Phonics—Decoding		
Review Words with Silent Letter Combinations: 'wr' > /r/, 'kn' > /n/	3 min.	<input type="checkbox"/> Activity Page 6.1
Read Closed Multisyllabic Words	3 min.	
Morphology		
Root Words and Inflected Endings: <i>-ed</i> , <i>-ing</i>	6 min.	<input type="checkbox"/> Activity Page 6.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Knoll the Knight" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 6.3
Phonics—Encoding		
Spell multisyllabic words with silent letter combinations 'wr' > /r/ and 'kn' > /n/	5 min.	<input type="checkbox"/> dictation journal



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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *knight*, *gem*, *tomb*, *forest*, and *reins*.

Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 1

Warm-Up



Challenge

Have students identify how adding phonemes can change word meanings. For example, adding /z/ or /s/ to a noun creates a plural noun.

Primary Focus: Students will orally add final sounds to make new words.

TEKS 3.2.A.i

ADD ENDING SOUNDS TO CREATE NEW WORDS (3 MIN.)

Note: This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say the word *bell*. Demonstrate how to make a new word by adding a sound to the end of the word.
- Say, "If I add /t/ to the end of *bell*, I can make the word *belt*. If I added the sound /z/ instead, I could make the word *bells*."
- Continue the routine with the remaining examples. Have students create new words by adding sounds to the end of each word.

Example	Possible New Words
bell	<i>bells, belt</i>
hat	<i>hats, hatch</i>
write	<i>writer, writes</i>
know	<i>known, knows</i>

Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 1

Phonics—Decoding



Primary Focus

TEKS 3.2.A.i Students will identify and read words with silent letter combinations.

Students will identify and read closed syllables in multisyllabic words.

TEKS 3.2.A.ii

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

REVIEW WORDS WITH SILENT LETTER COMBINATIONS: 'WR' > /R/, 'KN' > /N/ (3 MIN.)

- Tell students that today you are going to focus on some tricky spellings for consonant sounds found mostly at the beginning of words.
- Write the spelling 'kn' on the board.
- Say, "Let's talk about this spelling in the word 'know.'"
- Write the word *know* on the board.
- Say, "We don't usually hear words that are said /k/ /n/, do we? The spelling 'kn' makes the sound /n/. The 'k' is silent."
- Write the spelling 'wr' on the board.
- Say, "Let's talk about this spelling in the word 'write.'"
- Write the word *write* on the board.
- Say, "We don't say this word /w/ /r/ /ie/ /t/, do we? The 'wr' makes the sound /r/ because the 'w' is silent."
- Say, "These are tricky spellings. When we read, we can remember not to say the /k/ in words with 'kn' and the /w/ in words with 'wr'. When we spell words with these silent letter combinations, we just have to learn the words and remember them."
- Write the following words on the board: *knock, knife, knot, knob, knitter, kneepad, wrap, wren, wrong, wrist, wrinkle, and wrapper*.
- Underline the silent letter in each word. Then read each word aloud, and ask students to read the word aloud.
- Direct students to Activity Page 6.1 and review the instructions. If time permits, divide students into groups to complete the activity page in class. If necessary, students may complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Say, "We have learned that syllables that have a vowel closed up by a consonant are called *closed syllables*. The vowel in a closed syllable makes a short vowel sound."



Foundational Skills

Foundational Literacy Skills

Beginning

Ask students to pronounce the sounds made by the letters 'r' and 'n'. Then ask them to pronounce the sounds made by the letter combinations 'wr' and 'kn'.

Intermediate

Ask students to pronounce the sounds made by the letters 'r', 'n', 'k', and 'w'. Then ask them to pronounce the sounds made by the letter combinations 'wr' and 'kn'.

Advanced/ Advanced High

Ask students to pronounce the sounds made by the letter combinations 'wr' and 'kn' and identify one example of a word that uses each letter combination. Ask them whether they know of other examples of silent letters in English or their home language.

ELPS 3.A

Activity Page 6.1



Challenge

Challenge students to generate additional multisyllabic words with closed syllables and share them with a partner. Have the partner identify the closed syllables. Then have partners switch roles.

- Write the word *wristband* on the board.
- Underline the first syllable of *wristband*.
- Say, “This is a closed syllable because the vowel ‘i’ is closed up by the consonant blend ‘st’. The ‘i’ makes the short /i/ sound.” Read the word aloud with students.
- Write the word *kneepad* on the board.
- Underline the second syllable of *kneepad*.
- Say, “This is a closed syllable because the ‘a’ is closed up by the ‘d’. The ‘a’ makes the short /a/ sound.” Read the word aloud with students.
- Repeat the activity by having individual students underline the closed syllables in the following words before reading them aloud: *backpack, knitted, lesson, muffin, nutshell, written, sudden, and zigzag*. (All of the syllables are closed.)



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “The word *kneepad* has two closed syllables.” (*thumbs-down; the vowel sound in knee is not closed by a consonant and does not have a short vowel sound*)

Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 1

Morphology



Primary Focus: Students will add inflectional endings *-ing* and *-ed* to root words.

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

ROOT WORDS AND INFLECTED ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that they have learned about the suffixes *-ed* and *-ing*.

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 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Say, “The suffix *-ed* shows that the action took place in the past, and the suffix *-ing* can show that an action is taking place now.”
- Tell students that the spelling of some words change when adding the suffixes *-ed* and *-ing*.
- Write the word *change* on the board and say it aloud.
- Say, “For words that end in ‘e’, we have to drop the final ‘e’ before we add *-ed* or *-ing*.”
- Then write the words *changed* and *changing*. Have students read each word aloud.
- Write the word *try* on the board.
- Say, “For words that end in ‘y’, we have to change the ‘y’ to ‘i’ before we add *-ed*. But we don’t have to make that change before we add *-ing*.”
- Write the words *tried* and *trying* on the board. Have students read each word aloud.
- Write the word *stop* on the board.
- Say, “Remember that most words that end in the CVC pattern (consonant-vowel-consonant) need to have the final consonant doubled before adding the suffix.”
- Annotate the word *stop* with ‘C’ above the ‘t’, ‘V’ above the ‘o’, and ‘C’ above the ‘p’.
- Then write the words *stopped* and *stopping*. Have students read each word aloud.
- Direct students to Activity Page 6.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 6.2



Support

Before reading “Knoll the Knight,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 2

Reading



Primary Focus: Students will read “Knoll the Knight” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “KNOLL THE KNIGHT” WITH ACCURACY

Activity Page 6.3



- Direct students to Activity Page 6.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *rare, tomb, enchanted, numb, wreck*
 - phrases: “pride growing in his chest,” “in debt,” “in his honor”
- Have students follow along as you read “Knoll the Knight.”
- Read the story once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *traveling* and *protecting*).
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Knoll the Knight”

1. **Literal.** Where is the rare gem hidden?
 - » The rare gem is hidden in a tomb in the enchanted forest.
2. **Literal.** What did Knoll bring with him on his journey?
 - » He brought a bag, a map, a knife, and his horse.
3. **Literal.** How did Knoll defeat the dragon?
 - » Knoll swung his knife at the dragon. The dragon ran away.
4. **Literal.** How did finding the gem make Knoll feel?
 - » Knoll felt proud.
5. **Inferential.** Why did the king choose to write to Knoll about finding the rare gem?
 - » The king chose to write to Knoll because Knoll was known as a brave and trusted knight.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read this sentence at an appropriate rate, or speed.” Read the sentence too slowly: “He had never gone on such an adventure before.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board and say, “Talking with a partner is one way to bring more perspectives and information to our discussion. Let’s take a moment to think about how we would answer this question.”

- After providing some wait time, pair up students and have them take turns asking and answering the question. Remind students to ask any questions they may have about their partner’s answer and then repeat back to their partner what was shared. Circulate and give feedback as partners are sharing and responding.
- Remind students to signal when both partners have contributed to the conversation.
- Call on students and ask them to share one idea their partner shared with them. Ask the other partner if what was shared by the partner matches what they shared. Provide specific corrective feedback, or point out examples of how the response demonstrated how to do a Turn and Talk share.

Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write multisyllabic words with silent letter combinations /r/ > ‘wr’, /n/ > ‘kn’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

Challenge

Challenge students to identify which of the spelling words are compound words. (*kneepad, wristband, knockout*)

SPELL MULTISYLLABIC WORDS WITH SILENT LETTER COMBINATIONS ‘WR’ > /R/ AND ‘KN’ > /N/ (5 MIN.)

- Direct students to take out their dictation journal.
- Tell students that they will be spelling multisyllabic words with silent letter combinations ‘wr’ > /r/ and ‘kn’ > /n/ that you say aloud.
- Say, “Remember that the /r/ sound in *wrinkled* is spelled with the tricky silent letter combination ‘wr’.”
- Say the word *wrinkled*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- | | | |
|--------------|-------------|-------------|
| 1. wrinkled | 4. knuckle | 7. wrung |
| 2. know | 5. kneepad | 8. wrapping |
| 3. wristband | 6. knockout | 9. written |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. She writes about knitting. |
| 2. He wrapped his cut knuckle. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 6: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3
- Have them reread “Knoll the Knight.”
- Review the writing prompt on **Activity Page TR 6.1**.
- Tell students that they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *read, away, known, easy, almost, work* and *light*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *read* and say, “This word is tricky because the ‘ea’ can be pronounced /ee/ like in *read*, or the ‘ea’ can be pronounced /e/ like the word in today’s passage.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /e/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /r/ /e/ /d/, *read*. Say, “*Read!* It’s a word we use all the time, like when we say ‘Knoll read the note.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *read*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.

- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

7

REVIEW

Silent Letter Combinations: ‘mb’ and ‘bt’

PRIMARY FOCUS OF LESSON

Warm-Up

Students will orally create new words by adding phonemes to existing words.

✦ **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and read multisyllabic words with the silent letter

✦ combinations ‘mb’ and ‘bt’. **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with closed syllables.

✦ **TEKS 3.2.A.ii**

Morphology

Students will add the inflectional endings *-ing* and *-ed* to root words to change

✦ their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Knoll the Knight” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write multisyllabic words with silent letter combinations

✦ /m/ > ‘mb’ and /t/ > ‘bt’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Knoll the Knight” Anecdotal Reading Record

✦ **TEKS 3.4**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Add Sounds to Make New Words	3 min.	
Phonics—Decoding		
Review Silent Letter Combinations: ‘mb’ and ‘bt’	3 min.	
Read Closed Multisyllabic Words	3 min.	<input type="checkbox"/> Activity Page 7.1
Morphology		
Root Words and Inflected Endings: <i>–ed</i> , <i>–ing</i>	6 min.	<input type="checkbox"/> Activity Page 7.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “Knoll the Knight”	10 min.	<input type="checkbox"/> Activity Page 6.3
Phonics—Encoding		
Spell Words with Silent Letter Combinations ‘mb’ and ‘bt’	5 min.	<input type="checkbox"/> dictation journal

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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *knight*, *gem*, *tomb*, *forest*, and *reins*.

Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

Warm-Up



Primary Focus: Students will orally create new words by adding phonemes to existing words. **TEKS 3.2.A.i**

ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

Note: This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, "In the last lesson, we practiced adding a sound to the end of a word to make a new word. We can also add sounds to the beginning or middle of a word."
- Say the word *fee*.
- Say, "I can add the /r/ sound to the middle of *fee* to make the word *free*. I could add the sound /l/ to the end of the word *fee* instead to make *feel*."
- Say the word *out*.
- Say, "I can add the sound /sh/ to the beginning of *out* to make the word *shout*. I could add the sound /d/ to the beginning of the word *out* instead to make the word *doubt*."
- Continue the routine with the remaining words. Ask students to create new words for the rest of the examples.

Example	Possible New Words
fee	free, feel
out	shout, doubt
new	newt, news
hum	thumb, hump

Support

If students have trouble thinking of sounds to add to the beginning of words, suggest that they go down the alphabet adding sounds until they find a letter sound that makes sense with the word provided (e.g., ~~æout~~, *bout*, ~~eout~~, *doubt*).

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.



Foundational Skills

Foundational Literacy Skills

Beginning

Ask students to pronounce the sound made by the letter 'b' (/b/). Then ask them to pronounce the sounds made by the letter combinations 'bt' and 'mb' (/t/ and /m/).

Intermediate

Ask students to pronounce the sounds made by the letters 'b', 'm', and 't' (/b/, /m/, /t/). Then ask them to pronounce the sounds made by the letter combinations 'bt' and 'mb' (/t/ and /m/).

**Advanced/
Advanced High**

Ask students to pronounce the sounds made by the letter combinations 'bt' and 'mb' and identify one example of a word that uses each letter combination. (/t/ and /m/) Ask them whether they know of other examples of silent letters in English or in their home language.

ELPS 3.A

Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

Phonics—Decoding



Primary Focus

Students will identify and read multisyllabic words with the silent letter combinations 'mb' and 'bt'. **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with closed syllables.

TEKS 3.2.A.ii

REVIEW SILENT LETTER COMBINATIONS: 'MB' AND 'BT' (3 MIN.)

- Tell students that today you are going to focus on silent letter combinations found mostly in the middle and at the end of words.
- Write the words *knock* and *wring* on the board. Have students read the words aloud.
- Say, "In the previous lesson we studied words that have silent letters at the beginning of words, such as the 'k' in *knock* and the 'w' in *wring*." Underline the silent letters in each word as you point them out for students.
- Write the spelling 'mb' on the board.
- Say, "Let's look at this spelling in a word."
- Write the word *comb* on the board.
- Say, "We don't usually hear words that end in /m/ /b/, as in /k/ /oe/ /m/ /b/, do we? The spelling 'mb' makes the sound /m/. The letter 'b' is silent." Point to the word and have students read it aloud with you.
- Write the spelling 'bt' on the board.
- Say, "Now let's look at this spelling in a word."
- Write the word *doubt* on the board.
- Say, "We don't usually hear words with the sounds /b/ /t/ together, as in /d/ /ou/ /b/ /t/, do we? The spelling 'bt' makes the sound /t/. The letter 'b' is silent." Point to the word and have students read the word aloud with you.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “These are tricky spellings. When we read, we should remember not to say the /b/ in words with ‘mb’ or ‘bt’. When we read or spell words with these silent letter combinations, we just have to learn the words and remember them.”
- Write the following words on the board: *climb, debt, lamb, numb, and subtle*.
- Underline the silent letter in each word. Then read each word aloud and ask students to read it aloud.

READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Say, “Syllables that have a vowel ‘closed up’ by a consonant are called *closed syllables*. The vowel in a closed syllable makes a short vowel sound.”
- Write the word *knapsack* on the board.
- Underline the first syllable of *knapsack*.
- Say, “This is a closed syllable because the vowel ‘a’ is closed up by the consonant ‘p’. The ‘a’ has a short vowel sound.”
- Underline the second syllable of *knapsack*.
- Say, “This is also a closed syllable because the ‘a’ is closed up by the consonant digraph ‘ck’. The ‘a’ has a short vowel sound.” Say the word aloud, emphasizing its syllables, *knap•sack*.
- Write the word *numbly* on the board.
- Underline the first syllable of *numbly*.
- Say, “This is a closed syllable with a short vowel sound. The vowel ‘u’ is closed up by the consonant digraph ‘mb’.”
- Point out that the second syllable in *numbly* is not a closed syllable. Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Direct students to Activity Page 7.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 7.1





Check for Understanding

- **Turn and Talk:** Say, “Talking with a partner is one way to bring more information to our learning. We will take turns deciding whether a multisyllabic word contains any closed syllables. For example, I might say a multisyllabic word like *cabinet*. My partner would decide if the word contains any closed syllables and identify them.”
- Model the steps with a volunteer, including checking each other’s work before moving on, by explaining why each syllable identified is a closed syllable. (It is closed in by a consonant and makes the short vowel sound.) Wrap up by showing the signal that you are both done.
- Pair up students. Say, “Think of a multisyllabic word. Turn to your partner and share it with them. Then have your partner identify any closed syllables in the word.”
- Remind students to signal when both partners have contributed to the conversation.
- Call on students to share a word provided by their partner and identify the closed syllables, noting the word and closed syllables on the board. Provide corrective feedback as necessary.

Lesson 7: Review: Silent Letter Combinations: ‘mb’ and ‘bt’, Part 1

Morphology



Primary Focus: Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND INFLECTED ENDINGS: *-ED*, *-ING* (6 MIN.)

- Write the suffix *-ed* on the board.
- Say, “We have learned that adding *-ed* to the end of a verb changes its meaning to show that an action happened in the past.”

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

Circulate as students work on Activity Page 7.2 and help students decode the root words as needed. Students who struggle to identify the correct spelling may benefit from further instruction.

- Write the suffix *-ing* on the board.
- Say, “We have also learned that adding *-ing* to the end of a verb can change its meaning to show that an action is happening now.”
- Explain that students will practice adding these suffixes to root words. Write the word *decide* on the board. Read the word aloud with the students.
- Ask, “How would we say that this action happened in the past?” (*decided*)
- Write two spellings of the word on the board: *decideed* and *decided*.
- Ask, “Which is the correct spelling?” (*decided*)
- Ask, “How would we say that this action is happening now?” (*deciding*)
- Write two spellings of the word on the board: *deciding* and *decideing*.
- Ask, “Which is the correct spelling?” (*deciding*)
- Explain that for verbs that end in ‘e’, you must drop the final ‘e’ before adding *-ed* and *-ing*.
- Direct students to Activity Page 7.2. Read the root words aloud with the whole group, and then review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 7.2



Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 2

Reading



Primary Focus: Students will reread “Knoll the Knight” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “KNOLL THE KNIGHT” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “Knoll the Knight” with a partner.
- Take time to answer any questions that students may have about “Knoll the Knight.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
 - Remind students to listen carefully while their partner reads.
 - Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - underline three words with silent letter ‘mb’ and ‘bt’ spelling patterns, such as *tomb*;
 - circle three words with *-ing* and *-ed* endings, such as *finding* and *nodded*; and
 - highlight three multisyllabic words with closed syllables, such as *trusted*.

Activity Page 6.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with silent letter combinations.

Intermediate

Have students share their annotations with another student.

**Advanced/
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Observation: “Knoll the Knight” Anecdotal Reading Record

As you listen to each student read “Knoll the Knight,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 7: Review: Silent Letter Combinations: ‘mb’ and ‘bt’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write multisyllabic words with silent letter combinations /m/ > ‘mb’ and /t/ > ‘bt’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH SILENT LETTER COMBINATIONS ‘MB’ AND ‘BT’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words that use the ‘mb’ and ‘bt’ patterns.
- Remind them that these words have silent letters.
- Give the example *debt*. Ask, “What sounds does this word contain?” (/d/ /e/ /t/)
- Write *debt* on the board. Underline the letters ‘bt’ as you read the word.
- Say the word *climber*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|-------------|
| 1. climber | 4. doubting | 7. doubtful |
| 2. plumbing | 5. debts | 8. crumb |
| 3. lambskin | 6. thumb | 9. numbing |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. She was combing the lamb's fur.
2. He climbed on a limb.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

Lesson 7: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Say, “Yesterday, you wrote a response to the prompt about ‘Knoll the Knight.’ The prompt reminded us that one theme, or central message, of the story is that Knoll has to work hard to achieve great things. Your writing prompt asked you to use details from your own life to describe when you have had to keep working hard at something that was difficult. Today, you will share your writing and practice using another Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, uncovering the third Response Starter.
- Read the Response Starter aloud. Say, “As we listen to a response, we are going to be listening for an idea that stands out to us and thinking about why it stands out. Listen as I read a sample response.”
- Say, “I had to keep working hard when I learned to ride a bike. At first, I couldn’t make it go. My friend told me to push down on the front pedal. Then I had to learn how to use the brakes! I stopped too fast and fell down. My first few rides were very shaky because I didn’t know how to steer the bike very well. I fell down many times when I was learning to ride. I tried over and over. I finally learned to ride a bike because I kept trying! Now I fly down hills and along paved trails with my friends and don’t even have to think about the pedals, brakes, or handlebars.”
- Point to the Response Starter and say, “Let me use this Response Starter to provide feedback. ‘The idea that stood out to me was that you never gave up because you wrote that you fell down many times.’”

- Say, “Now it’s your turn to practice giving feedback using a Response Starter.” Pair up students and have one person share the response they wrote about “Knoll the Knight” on **Activity Page TR 6.1**. Listeners should try to use the third sentence starter to provide constructive feedback. Circulate and provide as much support as necessary to help the students who are responding to successfully use the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. Provide as much support as necessary to help the student who is responding to successfully use the Response Starter. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.
- Keep this table for all lessons that include writing about text. Response Starters should be used consistently to provide targeted feedback that helps the writer note a) where they used evidence correctly, b) where their word choice was impactful, and c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *read* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *rrred*. Write the letters to spell *read* on the board.
- Point to the word *read* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /e/ sound is spelled with ‘ea.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /e/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /r/ /e/ /d/, *read*. Say, “*Read!* It’s a word we use all the time.”
- Repeat with the words *away*, *known*, *easy*, *almost*, *work* and *light*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

8

REVIEW

Spellings for /k/
and /ch/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review words with /ch/ and /k/ > 'ch'. **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and read words with /ch/ > 'ch' and 'tch' and /k/ > 'ch'.

- TEKS 3.2.A.i**

Students will identify and read closed syllables in multisyllabic words.

- TEKS 3.2.A.ii**

Morphology

Students will add the inflectional endings *-ing* and *-ed* to root words to change

- their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Lake Day" fluently and will answer questions about key details

- in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write multisyllabic words with 'ch' and 'tch' > /ch/ and

- 'ch' > /k/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 8.2

Inflectional Endings: *-ed*, *-ing*

- TEKS 3.2.A.vi**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /ch/ and /k/	3 min.	
Phonics—Decoding		
Review /ch/ > 'ch' and 'tch', /k/ > 'ch'	3 min.	
Read Closed Multisyllabic Words	3 min.	<input type="checkbox"/> Activity Page 8.1
Morphology		
Root Words and Inflectional Endings: <i>-ed, -ing</i>	6 min.	<input type="checkbox"/> Activity Page 8.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Lake Day"	10 min.	<input type="checkbox"/> Activity Pages 8.3, 8.4
Phonics—Encoding		
Spell Words with 'ch' and 'tch' > /ch/, 'ch' > /k/	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds and Language Varieties' Influence on Decoding documents, available under the General English Learners resource in the program's digital components site.

Reading

- Students will answer comprehension questions in groups. You may wish to assign groups according to students' levels in advance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *porch*, *shade*, *quilt*, *equipment*, *rushed*, *unique*, *chatted*, and *success*.

Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

Warm-Up



Primary Focus: Students will review words with /ch/ and /k/ > 'ch'. **TEKS 3.2.A.i**

REVIEW /CH/ AND /K/ (3 MIN.)

- Say the word *change* aloud.
- Ask a student to repeat the word.
- Write the word *change* on the board and underline the 'ch'.
- Say, "The letters 'ch' make the /ch/ sound in *change*."
- Explain that you can change the /n/ sound to /r/ to create *charge*. Have students pronounce the word *charge*. Write *charge* on the board.
- Continue this process with the remaining words.

1. charge > chart > char > charm
2. itch > ditch > pitch > patch

- Write the word *school* on the board and underline the 'ch'.
- Say, "Sometimes the spelling 'ch' makes the /k/ sound, as in *school*."
- Repeat the routine with the following words: *scheme*, *scholar*, and *schedule*.

Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

Phonics—Decoding


Primary Focus

Students will identify and read words with /ch/ > 'ch' and 'tch' and /k/ > 'ch'.

TEKS 3.2.A.i

TEKS 3.2.A.ii Students will identify and read closed syllables in multisyllabic words. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

REVIEW /CH/ > 'CH' AND 'TCH', /K/ > 'CH' (3 MIN.)

- Write *hip* on the board. Ask a student to read the word aloud.
- Add the letter 'c' to create *chip*.
- As you make this change, say, "If that word is *hip*, what is this word?" Have students read each new word aloud.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

1. chip > chop > chap > chaps > chats > chat > chant > can't > cat > cap
2. much > munch > lunch > bunch > bun > Ben > wren > wrench > bench

- Write on the board: ch /ch/, tch /ch/, ch /k/.
- Say, "The letter combination 'ch' usually spells the sound /ch/."
- Write *champ*, *rich*, and *bunch* on the board under the 'ch' /ch/. Underline the 'ch' as you read each word while pointing out where in the word the 'ch' spelling of /ch/ occurs, at the beginning of the word or at the end.
- Point to the 'tch'. Say, "This letter combination, 'tch', can also spell the sound /ch/. The 'tch' spelling of /ch/ happens only at the end of the word or base word."
- Write *catch*, *scratch*, and *sketch* on the board under the 'tch' /ch/.
- Say, "The /ch/ sound is spelled 'tch' when it is at the end of the word and comes after a single vowel. Let's read these words together."
- Circle the vowel and underline the 'tch' as the students read *catch*, *scratch*, and *sketch* aloud.
- Say, "Sometimes the spelling 'ch' makes the /k/ sound, as in *school*."
- Write *ache*, *anchor*, *stomach*, and *chorus* on the board under the 'ch' /k/.
- Say, "Let's read these words together." Underline the 'ch' spelling of /k/ as the class reads the words aloud. Note that the 'ch' of /k/ can be at the beginning, middle, or end of the word.
- Say, "Words with /ch/ spelled 'tch' and /k/ spelled 'ch' can be tricky. They must be learned and remembered. Let's read these words to practice."
- Write *rich*, *catch*, and *school* again and call on different students to read each word. Underline the 'ch' or 'tch' if a student has difficulty.

READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that syllables that have a vowel “closed up” by a consonant are called *closed syllables*. Point out that the vowel in a closed syllable makes a short vowel sound.
- Write the word *sandwich* on the board.
- Underline the first syllable of *sandwich*.
- Say, “This is a closed syllable because the vowel ‘a’ is closed up by the consonant blend ‘nd’. The ‘a’ makes the short /a/ sound.”
- Underline the second syllable of *sandwich*.
- Explain that *this* is also a closed syllable because the ‘i’ is closed up by the ‘ch’ and makes the /i/ sound. Say the word aloud, emphasizing its syllables, *sand•wich*. Have students read it aloud.
- Write the word *backache* on the board.
- Underline the first syllable of *backache*.
- Explain that this is a closed syllable with a short vowel sound /a/. Emphasize that the second syllable is not a closed syllable. Say the word aloud, emphasizing its syllables, *back•ache*. Have students read it aloud.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree with the following statement, and give a thumbs-down if you disagree: ‘The word *public* has two closed syllables.’” (*thumbs-up*) As needed, explain that both vowels in the syllables *-pub* and *-lic* are “closed up” by consonants.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Beginning

Have students say a word that begins with a /k/ such as *kit*. Then have them say *skit*. Explain that the ‘ch’ in *school* makes the /k/ sound. Have them say the word *school*.

Intermediate

Have students say the following words: *skate*, *score*, and *school*. Ask, “What sound does the ‘ch’ make in *school*?” (/k/)

Advanced/ Advanced High

Have students come up with examples of one word that uses ‘ch’ to make the /ch/ sound and one word that uses ‘ch’ to make the /k/ sound.

ELPS 3.A

Activity Page 8.1



Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

Morphology



Primary Focus: Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that when we spell words that end in the CVC (consonant-vowel-consonant) pattern, we usually double the final consonant before adding *-ing* and *-ed*.
- Write the word *bat* on the board.
- Have students read the word aloud.
- Annotate the word with a C above 'b', V above 'a', and C above 't'. Explain that 'C' stands for *consonant* and 'V' stands for *vowel*.
- Then add the suffix *-ted* to create *batted*. Explain that the 't' needs to be doubled at the end of *bat* when the suffix *-ed* is added.
- Ask students to read the word with the suffix added aloud. Review briefly that the suffix *-ed* signals that something happened in the past.
- Repeat the routine by adding the *-ing* suffix to create *batting*. Review briefly that the suffix *-ing* can signal that something is happening now.
- Continue using the words in the table.
- When you reach the word *hope*, write the word on the board and annotate it with V above 'o', C above 'p', and V above 'e'.
- Say, "This word ends in an 'e'. In this case, we need to drop the final 'e' before adding a suffix."
- Model crossing out the 'e' and adding *-ed*. Rewrite the word beneath as *hoped*. Read the word aloud with students. Repeat the model with *hoping*.
- Remind students that the word *yell* already ends in double consonants, so no spelling changes need to be made when adding the suffixes.

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Root Word	-ed	-ing
bat	batted	batting
dip	dipped	dipping
hop	hopped	hopping
hope	hoped	hoping
hug	hugged	hugging
swap	swapped	swapping
trim	trimmed	trimming
yell	yelled	yelling

- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Support

Explain to students that some irregular verbs do not use the suffix *-ed*, even if they fall into the CVC pattern. Use the example *run*. Explain that to say this action is happening now, we say *running*. However, to say the action happened in the past, we say *ran* (not *runned*).

Activity Page 8.2



Read aloud the words in the table to make sure students can decode them.

Support

Before reading “Lake Day,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages 8.3, 8.4



Lesson 8: Review: Spellings for /k/ and /ch/, Part 2

Reading



Primary Focus: Students will read “Lake Day” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “LAKE DAY” (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *porch, unique, spotted, stash*
 - phrases: “taking in the fresh air,” “snagged a nice spot”
 - domain-specific language: *conch shell, catfish*
- Have students follow along as you read “Lake Day.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *equipment* and *umbrella*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

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



Beginning

Provide options for individual reading. Pair students complete comprehension questions on the activity page, pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently. Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1



Lesson 8: Review: Spellings for /k/ and /ch/, Part 2

Phonics—Encoding

Primary Focus: Students will spell and write multisyllabic words with 'ch' and 'tch'

> /ch/ and 'ch' > /k/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH 'CH' AND 'TCH' > /CH/, 'CH' > /K/ (5 MIN.)

- Direct students to their dictation journal.
- Tell students that they will be spelling words with 'ch' and 'tch' that you say aloud. Note that both 'ch' and 'tch' can spell the /ch/ sound.
- Say, "Remember that 'ch' can sometimes make the /ch/ sound but can also make the /k/ sound."
- Say the word *chart*, emphasizing the /ch/, and write it on the board. Then say the word *anchor*, emphasizing the /k/, and write it on the board.
- Say the word *sandwich*. Repeat it. Have students write it on Activity Page 8.4.
- Repeat with the remaining words.

- | | | |
|--------------|-----------------|---------------|
| 1. sandwich | 4. butterscotch | 7. watchtower |
| 2. character | 5. headache | 8. chicken |
| 3. echo | 6. chasing | 9. chipped |

- Then tell students you will say two sentences aloud for them to write in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---|
| 1. The chatter gave me a headache. |
| 2. Bring your lunchbox to the schoolyard. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 8: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student.
- Direct students to Activity Page 8.3
- Have them reread “Lake Day.”
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *ball*, *could*, *family*, *should*, *air* and *along*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *ball* and say, “This word is tricky because the ‘a’ is pronounced /aw/ and the ‘ll’ is pronounced /l/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /b/ for this letter. We say /aw/ for this letter. We say /l/ for these letters.” Point to the letters as you blend the sounds: /b/ /aw/ /l/, *ball*. Say, “*Ball!* It’s a word we use all the time, like when we say “Mom pitched the ball.””
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *ball*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

9

REVIEW

Digraphs: 'sh'
and 'qu'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review words with /sh/ and /qu/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with 'sh' and 'qu'. **TEKS 3.2.A.i**
- Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

Morphology

- Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread "Lake Day" fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write multisyllabic words with digraphs 'sh' > /sh/,

- 'qu' > /qu/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

"Lake Day" Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /sh/ and /qu/	3 min.	
Phonics—Decoding		
Review Digraphs: 'sh', 'qu'	3 min.	<input type="checkbox"/> Activity Page 9.1
Read Open One-Syllable Words	3 min.	
Morphology		
Root Words and Inflectional Endings: <i>-ed</i> , <i>-ing</i>	6 min.	<input type="checkbox"/> Activity Page 9.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Lake Day"	10 min.	<input type="checkbox"/> Activity Page 8.3
Phonics—Encoding		
Spell Words with 'sh' > /sh/, 'qu' > /qu/	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Morphology

- To learn more about how your students' language varieties may affect their oral reading fluency, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Universal Access

- Gather pictures to represent the words in the Reading activity: *porch, shade, quilt, equipment, rushed, unique, chatted, success*.

Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

Warm-Up



Primary Focus: Students will review words with /sh/ and /qu/. **TEKS 3.2.A.i**

REVIEW /SH/ AND /QU/ (3 MIN.)

Note: The sound /qu/ is really a sound combination consisting of /k/ + /w/.

- Tell students that they are going to review the /sh/ and /qu/ sounds.
- Say the word *sign* aloud. Have students repeat it. Then say the word *shine* aloud. Have students repeat the word *shine*.
- Say, "I can hear the difference between /s/ in *sign* and /sh/ in *shine*."
- Using the minimal pairs below, have students raise their right hand when they hear a word with /s/ or their left hand when they hear a word with /sh/.

shy/sigh	Cass/cash	sock/shock
gush/Gus	sip/ship	Russ/rush

- Say the word *kick* aloud. Have students repeat it. Then say the word *quick* aloud. Have students repeat the word *quick*.
- Say, "The sounds /k/ and /qu/ are very similar, but I can hear a difference between the /k/ at the beginning of the word *kick* and the /qu/ at the beginning of the word *quick*."
- Repeat the minimal pairs exercise with the following words.

queen/keen	court/quart	quail/kale
kit/quit	quake/cake	kite/quite

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will identify and read words with 'sh' and 'qu'. **TEKS 3.2.A.i**
- ✦ Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

Support

If students struggle to develop new words, begin with a simple chaining activity. For example, demonstrate how *fish* can become *dish* or *swish*, while *squid* can become *squish*, and so on.

REVIEW DIGRAPHS: 'SH', 'QU' (3 MIN.)

- Recreate the chart below on the board. Add the words *shine* and *quick* from the Warm-Up to the chart, having students read each word aloud.
- Ask students for examples of other words that have the /sh/ sound (e.g., *fish*, *cash*, *shop*, *wishful*, *shy*, *cash*, *shock*, *gush*, *ship*, *rush*). Write three student examples in the left column. Have students read each word aloud.
- Ask students for examples of other words that have the /qu/ sound (e.g., *quack*, *queen*, *quest*, *squid*, *quick*, *quart*, *quit*, *quake*, *quite*). Write three student examples in the right column. Have students read each word aloud.

/sh/	/qu/
shine	quick

- Point out to students that some words with the spelling 'qu', such as *unique*, do not make the /qu/ sound. Explain that these words are rare and must be learned and remembered.
- Direct students to Activity Page 9.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 9.1



READ OPEN ONE-SYLLABLE WORDS (3 MIN.)

- Write the word *shy* on the board. Say the word and have students read it aloud.
- Ask, “How many syllables does this word have?” (*one*)
- Say, “We have learned that closed syllables have a short vowel sound that is ‘closed up’ by a consonant. Is the ‘y’ closed up by a consonant?” (*no*)
- Circle the ‘y’ at the end of *shy*.
- Say, “The vowel at the end of the word *shy* is not closed up by a consonant. It has been “left open,” so we call this kind of syllable an *open syllable*. Open syllables have long vowel sounds.”
- Read each of the following words aloud with the students. Then, have students raise their right hand when they hear a word with a closed syllable or their left hand when they hear a word with an open syllable.

go (<i>open</i>)	we (<i>open</i>)	not (<i>closed</i>)
mat (<i>closed</i>)	so (<i>open</i>)	I (<i>open</i>)
cry (<i>open</i>)	it (<i>closed</i>)	yet (<i>closed</i>)



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Is *yes* an open syllable?” (*thumbs-down*) “Is *no* an open syllable?” (*thumbs-up*)

Lesson 9: Review: Digraphs: ‘sh’ and ‘qu’, Part 1

Morphology



Primary Focus: Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

Before beginning the activity page, help students recognize patterns in the use of the *-ing* suffix. Say, “When we want to describe something that is happening now, we use *am*, *is*, and *are* followed by a verb with the *-ing* ending.” Write the first sentence of the passage on the board: *Mo and his family are planning a party.* Circle the word *are* and underline the ending of *planning*. Tell students to look for instances of *am*, *is*, and *are* followed by a *-ing* word in the text. Have them circle *am*, *is*, and *are* when they encounter examples.

ROOT WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

Activity Page 9.2



ENGLISH
LANGUAGE
LEARNERS



Language

Learning How English Works

Beginning

Identify for students whether each sentence is happening now or has already happened.

Ask, “Which ending is used when an action is happening now?” (*-ing*)

“Which ending is used when an action has already happened?” (*-ed*)

Intermediate

Identify whether each sentence is happening now or has already happened for students.

Ask, “Which ending is used for this sentence?”

Advanced/

Advanced High

Have students identify whether each sentence is happening now or has already happened. Ask, “Which ending is used for this tense?” Have students write a simple sentence using each ending.

ELPS 3.C

- Direct students to Activity Page 9.2.
- Read each sentence in the story aloud with your students. Ask, “Does this describe something happening now or something that already happened?”
- Ask a different volunteer to add *-ing* or *-ed* to each root word. Then discuss with the class whether you should drop the final ‘e’ or double the final consonant before adding the suffix.
- When students have completed the story together, ask one volunteer to read the completed paragraph aloud.

Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 2

Reading



Primary Focus: Students will reread “Lake Day” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “LAKE DAY” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Lake Day” with a partner.
- Take time to answer any questions that students may have about “Lake Day.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
 - Remind students to listen carefully while their partner reads.
 - Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - underline at least three words with the digraphs ‘sh’ and ‘qu’;
 - circle at least three words with *-ing* and *-ed* endings; and
 - highlight at least three one-syllable words with open syllables.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Support

Before reading “Lake Day,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Page 8.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the digraphs ‘sh’ and ‘qu’.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “Lake Day” Anecdotal Reading Record

As you listen to each student read “Lake Day,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 9: Review: Digraphs: ‘sh’ and ‘qu’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write multisyllabic words with digraphs

✦ ‘sh’ > /sh/, ‘qu’ > /qu/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH ‘SH’ > /SH/, ‘QU’ > /QU/ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘sh’ and ‘qu’ spelling patterns.
- Remind students that the ‘qu’ digraph makes the /qu/ (/k/ + /w/) sounds.
- Say the word *squeak*. Model segmenting the sounds in the word as you spell it on the board.
- Say the word *sunshine*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|-------------|
| 1. sunshine | 4. request | 7. squinted |
| 2. wishful | 5. quitting | 8. finish |
| 3. quilted | 6. shifted | 9. quacking |

✦ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. She is shutting the sheep in the shed.
2. This quick quiz has a few questions.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 9: Foundational Skills

Additional Support

PHONICS EXTENSION

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- Instruct students to make a list of all the 'sh' > /sh/ words they can think of in two minutes.

- Have students compare to see who has the most words, the word with the most syllables, and unique words. Have students add words to their lists based on their peers' answers.
- Repeat the routine with 'qu' > /qu/ words.

SHARING

- Pair up students and have one person share the response they wrote about "Lake Day" on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *ball* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *bawlll*. Write the letters to spell *ball* on the board.
- Point to the word *ball* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled with ‘a.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /b/ for this letter. We say /aw/ for this letter. We say /l/ for these letters.” Point to the letters as you blend the sounds: /b/ /aw/ /l/, *ball*. Say, “*Ball!* It’s a word we use all the time.”
- Repeat with the words *could*, *family*, *should*, *air* and *along*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

Students will review identifying the sounds they have practiced this week.

✦ **TEKS 3.2.A.i**

Phonics—Decoding

Students will review identifying and reading words with silent letter combinations.

✦ **TEKS 3.2.A.i**

Students will review identifying and reading words with open syllables.

✦ **TEKS 3.2.A.ii**

Morphology

Students will review adding the inflectional endings *-ing* and *-ed* to root words to

✦ change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read and annotate “Fall Colors” independently and will answer

✦ questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will review spelling and writing multisyllabic words with silent letter

✦ combinations. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal Phonics/Encoding Dictation

✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Sound Review	3 min.	
Phonics—Decoding		
Give Me a Word	3 min.	<input type="checkbox"/> Activity Page 10.1
Read Words with Open Syllables	3 min.	
Morphology		
Review Inflectional Endings	6 min.	<input type="checkbox"/> Activity Page 10.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Fall Colors” Independently	10 min.	<input type="checkbox"/> Activity Pages 10.3, 10.4
Phonics—Encoding		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Universal Access

- Gather pictures of fall leaves to represent the words in the Reading activity.

Lesson 10: Review: Mixed Review

Warm-Up



Primary Focus: Students will review identifying the sounds they have practiced this week. **TEKS 3.2.A.i**

SOUND REVIEW (3 MIN.)

- Tell students they are going to play a game.
- Say, “I will say a word, and you will decide whether the word contains /sh/ or /s/. If the word contains /sh/, you should point to the ceiling. If the word contains /s/, you should point to the floor.”
- Say *saw*. Then ask the students to point in the correct direction. (*floor*)
- Repeat with the following words: *show* (*ceiling*), *fist* (*floor*), *fished* (*ceiling*), *Sue* (*floor*), *shoe* (*ceiling*).
- Then repeat the routine with /qu/ and /k/ words, with students pointing to the ceiling for /qu/ and the floor for /k/: *scare* (*floor*), *square* (*ceiling*), *kid* (*floor*), *squid* (*ceiling*), *quirk* (*floor and ceiling*), *Kirk* (*floor*).
- If time permits, repeat with /k/ and /ch/ words: *chin*, *kin*, *cheese*, *keys*, *chop*, and *cop*.

Lesson 10: Review: Mixed Review, Part 1

Phonics—Decoding

**Primary Focus**

Students will review identifying and reading words with silent letter combinations. **TEKS 3.2.A.i**

Students will review identifying and reading words with open syllables. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

GIVE ME A WORD (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have a silent letter combination they studied this week.
- Say, “I turn this to open the door.” (*knob*)
- Write *knob* on the board and underline the silent letter combination ‘kn’. Have students read the word aloud.
- Repeat the routine with the following riddles.

This is the opposite of *right*. (*wrong*)
If I owe money, I have this. (*debt*)
I use this to cut food on my plate. (*knife*)
I use this to get the tangles out of my hair. (*comb*)
I use this to make a present pretty. (*wrapping*)
If I am unsure, I have this. (*doubt*)
I do this when I go up a steep mountain. (*climb*)

- Direct students to Activity Page 10.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud to a partner. If not, ask students to complete the activity at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

READ WORDS WITH OPEN SYLLABLES (3 MIN.)

- Write the word *be* on the board. Say the word and have students read it aloud.
- Ask, “How many syllables does this word have?” (*one*)
- Ask, “Is the syllable open or closed? How do you know?” (*open; it ends with a long vowel*)
- Repeat the routine with the following words: *hi, he, see, no, so, try, and my*.

Activity Page 10.1



Challenge

On the board, write the silent letter combinations students have studied this week: ‘wr’, ‘kn’, ‘mb’, and ‘bt’. Then challenge students to come up with their own riddle for each combination. In pairs, have students share their riddles, and have partners say the answers.



Learning How English Works

Beginning

Review doubling the final consonant before adding *-ing* and *-ed*. Demonstrate with *stop* and *plan*, writing each version of the word on the board. Have volunteers approach the board and point out the double consonants.

Intermediate

Have students practice using *stopped* in a sentence, by asking questions such as, "Why did the car stop?" (*The car stopped because the light was red.*)

**Advanced/
Advanced High**

Ask volunteers to share sentences with *stopped/stopping* or *planned/planning*.

ELPS 1.C

Support

If students struggle with the activity page, have them work in pairs. Encourage them to explain their work to each other.

Activity Page 10.2



Lesson 10: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review adding the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Say, "We're going to review adding the endings *-ing* and *-ed* to root words."
- Direct students to Activity Page 10.2 and review the instructions. Circulate as students work.
- Have students explain their work to you.
- If students need more time, they may complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Check for Understanding



Thumbs-Up/Thumbs-Down On the board, write *trimmed* and say the word *trimmed*. If necessary, use the word in a sentence. Ask students to give a thumbs-up if they agree the word is spelled correctly and a thumbs-down if they disagree. (*thumbs-down; trimmed*)

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 10: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Fall Colors” independently and will answer questions about key details in the text.

TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5

READ “FALL COLORS” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Fall Colors.”
- Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *lush, unique, succumb, impact*
 - phrases: “rich shades,” “equally unique and charming,” “subtle beauty”
 - domain-specific language: *pigments*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *temperature* and *opportunity*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline at least three words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’ such as *each, shade, quiz, climb, and doubt*;
 - circle at least three words that double the final consonant before *–ed* or *–ing*, such as *dropping*; and
 - choose
 - at least three words with open syllables, such as *we*, to highlight in yellow; and
 - at least three words with closed syllables, such as *red*, to highlight in blue.

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

Support

Before reading “Fall Colors,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’. On the next read, have them annotate words that double the final consonant and so on.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *Words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’; Words with closed syllables*).

Intermediate

Have students work with a partner to annotate the text.

Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A



- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 10: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing multisyllabic words with silent letter combinations. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with silent letter combinations. Remind students about the silent letter combinations they have studied this week.
- Ask, “What sound does ‘mb’ make? (/m/) What is the silent letter in ‘mb’?” (‘b’)
- Ask, “What sound does ‘bt’ make? (/t/) What is the silent letter in ‘bt’?” (‘b’)
- Ask, “What sound does ‘kn’ make? (/n/) What is the silent letter in ‘kn’?” (‘k’)
- Ask, “What sound does wr make? (/r/) What is the silent letter in ‘wr’?” (‘w’)
- Say the word *debt*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|-------------|-------------|
| 1. debt | 4. chipping | 7. echoes |
| 2. wrapped | 5. crumbs | 8. shipping |
| 3. stretches | 6. knocked | 9. squints |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. His wrist and thumb hurt.
2. Do you know who wrote this?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

Lesson 10: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.3.
- Have them reread “Fall Colors.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Students will use text evidence to write and draw for approximately 10 minutes in response to the text. Students should try to write 3–5 complete sentences.

- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Fall Colors” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 6 and 8 (*read, away, known, easy, work, almost, ball, could, family, should, air, along*). Write the following new words on index cards: *listen, while, become, fall, beautiful, another, and show*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *listen* and say, “This word is tricky because the ‘st’ is pronounced /s/ and the ‘e’ is pronounced /ə/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /l/ for this letter. We say /i/ for this letter. We say /s/ for these letters. We say /ə/ for this letter, and we say /n/ for this letter. Point to the letters as you blend the sounds: /l/ /i/ /s/ /ə/ /n/, *listen*. Say, “*Listen!* It’s a word we use all the time, like when we say ‘Listen up! There might be a quiz!’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *listen*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /s/ sound spelled ‘st.’” Write *fasten* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 6 and 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.

- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

REVIEW

Digraphs 'th' (Voiced and Unvoiced) and 'ng'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review words with /ng/ and distinguish between words with /th/ (unvoiced) and /th/ (voiced). **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with the digraphs 'th' > /th/ and /th/ and 'ng' > /ng/. **TEKS 3.2.A.i**
- Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

Morphology

- Students will review adding inflectional endings to verbs.
- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

- Students will read "Topher Sings" orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write multisyllabic words with digraphs 'th' > /th/, 'ng' > /ng/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

- Activity Page 11.1 **Open Two-Syllable Words** **TEKS 3.2.A.ii**
- Observation **Discussion Questions Observation Record** **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Digraphs: /th/, / <u>th</u> /, /ng/	3 min.	
Phonics—Decoding		
Read Words with ‘th’ > /th/ and / <u>th</u> / and ‘ng’ > /ng/	3 min.	
Read Open Two-Syllable Words	3 min.	<input type="checkbox"/> Activity Page 11.1
Morphology		
Review Inflectional Endings: Verbs	6 min.	<input type="checkbox"/> Activity Page 11.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Topher Sings” with Accuracy	10 min.	<input type="checkbox"/> Activity Page 11.3
Phonics—Encoding		
Spell Words with ‘th’ and ‘ng’	5 min.	<input type="checkbox"/> dictation journal

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *health clinic*, *vocal cords*, and *gargled*.

Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 1

Warm-Up



Primary Focus: Students will review words with /ng/ and distinguish between words with /th/ (unvoiced) and /th/ (voiced). **TEKS 3.2.A.i**

REVIEW DIGRAPHS: /TH/, /TH/, /NG/ (3 MIN.)

- Remind students that when two letters are used to spell one sound, it is called a digraph.
- Explain that 'ng' is a digraph. Write 'ng' on the board.
- Say the following 'ng' words. Ask students to repeat each word.

'ng'
sing
sang
song

- Say *sing*. Repeat the word, saying it slowly so that students can hear the /ng/ sound. Have students repeat the word.
- Repeat with *sang* and *song*.
- Explain that 'th' is a digraph. Write 'th' on the board.
- Say, "The spelling 'th' can make different sounds. When we say *them*, the 'th' makes a buzzing sound, which we call a *voiced* sound because our voices help make it."
- Say, "If I put my hand here on my throat, I can feel the buzzing of the /th/ sound." Demonstrate with *them*.
- Have students put a hand on their throat and make the voiced /th/. Do it together a couple of times. Ask students if they can feel the voiced /th/ sound. (yes)
- Say, "The other sound 'th' makes doesn't use our voices, so we call it the *unvoiced* /th/ sound. The word *thin* is an example of the unvoiced /th/ sound."

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.



Foundational Skills

Foundational Literacy Skills

Many English Language Learners struggle with creating the 'ng' sound. Help students by explaining that the sound is created at the back of the mouth, with the tongue touching the roof of the mouth. Demonstrate with the word *ring* and have students repeat.

ELPS 2.E

- Say, "If I put my hand here on my throat, I do not feel the buzzing of the /th/ sound. Demonstrate with *thin*."
- Have students put a hand on their throat and make the unvoiced /th/ sound. Do it together a couple of times. Ask students if they can feel the unvoiced /th/ sound. (*no*)
- Have students repeat the /th/ and /th/ sounds several times after you so they can feel the difference. Have them place their hand on their throat to feel the buzzing of the /th/ sound.
- Tell students that you are going to say words. Ask them to raise one hand if they hear /th/ (*thin*) or two hands if they hear /th/ (*them*).

/th/ (<i>thin</i>)	/ <u>th</u> / (<i>them</i>)
thank	then
throng	there
thread	the

Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 1

Phonics—Decoding



Primary Focus

Students will identify and read words with the digraphs 'th' > /th/ and /th/ and

🇺🇸 'ng' > /ng/. **TEKS 3.2.A.i**

🇺🇸 Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

READ WORDS WITH 'TH' > /TH/ AND /TH/ AND 'NG' > /NG/ (3 MIN.)

- Write the word *song* on the board and point to the 'ng'.
- Explain that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ or /j/ sound, but the letters 'n' and 'g' written together stand for a completely different sound, /ng/.

🇺🇸 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

- Practice saying the sound with students by saying the following words and having students repeat them: *sing, sang, ring*.
- Say, “Now we’re going to learn more about ‘th.’” Write the word *them* on the board, and point to the ‘th’.
- Continue to help students distinguish between the voiced digraph ‘th’ > /th/ and the unvoiced digraph ‘th’ > /th/.
- Have students place a hand on their throat and say *them*. Ask, “Do you feel any vibration, or buzz, on your hand?” (yes)
- Explain that there is a buzz because in *them* the /th/ is a voiced sound.
- Next, have students repeat this process, but with *thin*.
- Help students understand there is no buzz because this ‘th’ sound is unvoiced. Air passes through the mouth, but there is no vibration in the throat, so it is an unvoiced sound.
- Write *the* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Insert ‘n’ to create *then*.
- As you make this change, say, “If that is *the*, what is this?”
- Continue this process with the remaining words.
- Complete the chaining for words with ‘ng’ and ‘th’. Remind students about the /ng/ sound before doing chain number two.

1. the > then > thin > think > thank > than > that
2. sling > sing > ring > rung > lung > flung > fling

Challenge

Challenge pairs to create a list of ‘th’ words. Have them annotate the words as /th/ or /th/.

READ OPEN TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that open syllables end in a vowel that is not “closed up” by a consonant. Open syllables make long vowel sounds.
- Write the word *prolong* on the board.
- Using a slash, divide the word into its syllables: *pro•long*.
- Say and underline the first syllable.

- Ask, “Is the first syllable open or closed? How do you know?” (*open; it ends with a long vowel sound that is not closed up by a consonant.*)
- Say the word emphasizing each syllable. Have students read it aloud after you.
- Repeat the routine with the following words: *menu, pony, total, solo, and baby.*
- Direct students to Activity Page 11.1 and review the instructions.
- Write *broken* on the board. Model underlining the open syllable: *bro-*.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree that the first syllable of the following word is an open syllable or give a thumbs-down if you disagree: *donut.*” (*thumbs-up*)

Lesson 11: Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’, Part 1

Morphology



Primary Focus: Students will review adding inflectional endings to verbs.

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

REVIEW INFLECTIONAL ENDINGS: VERBS (6 MIN.)

- Remind students that we often add suffixes to the end of verbs to show when the action is taking place and who is doing the action.
- Write *chase* on the board. Read the word aloud.
- Say, “This is a word for an action that is happening right now: *I chase the dog. We chase the dog. They chase the dog.*”

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Ask, “What suffix should I add to the end of the word to show that someone else is doing the action right now? For example, what suffix should I add to show that Sam is doing the action?” (-s)
- Add -s to make *chases*. Read the new word aloud with the students. Say, “Sam chases the dog.”
- Use the word in sentences, noting *he, she, my brother, and Jack*: *She chases the dog. He chases the dog. My brother chases the dog. Jack chases the dog.*
- Say, “Remember, when I change who is doing the action from *I, you, we, or they* to someone or something else, I may need to add the suffix -s or -es to the verb.”
- Remind students that words that end in -ss, -sh, -ch, -x, or -zz need the ‘e’ before the ‘s’. Examples include *dresses, washes, munches, taxes, and fizzes*.
- Write *stretch* on the board. Say the word. Point out that the word ends in ‘ch’.
- Model adding -es. Say the word *stretches* and have students read the word aloud.
- Use the word in a sentence: *Henry stretches*.
- Ask, “What ending could we add to show that this is something Henry did yesterday?” (-ed; *stretched*) Use the word in a sentence: *Henry stretched his legs yesterday*.
- Say, “Remember that when a verb ends with a ‘y’, we add a suffix. But first we change the ‘y’ to an ‘i.’”
- Write *cry* on the board.
- Say, “I cry. They cry. You cry.”
- Ask, “How do I write this word to show that a baby is doing the action?” (*cries*)
- Write the word. Read the word aloud with the students. Then say the following sentence: *The baby cries*.
- How do I write it to show that the baby did the action in the past?” (*cried*)
- Write the word. Then say the following sentence: *The baby cried*.
- Direct students to Activity Page 11.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 11.2



Lesson 11: Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’, Part 2

Reading



Primary Focus: Students will read “Topher Sings” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about

key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “TOPHER SINGS” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 11.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *throbbled/throbbing, restored, values, strain*
 - phrases: “belts his high-pitched songs,” “dashes in,” “from this day forth”
 - domain-specific language: *vocal cords, lungs*
- Have students follow along as you read “Topher Sings.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *medicine* and *activities*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

Activity Page 11.3



Support

Before reading “Topher Sings”, show the images you prepared in advance. Have students repeat the word after you as you show each image.

Encourage students to follow along as you read the story aloud, annotating words that are unfamiliar to them. Have students share unfamiliar words and discuss them as a group.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the story: Does Topher like to sing? Does Topher get sick? Is Topher unable to sing? Does Topher do what the doctor says? Is Topher able to sing again?

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: After Topher gets _____, he _____.

**Advanced/
Advanced High**

Encourage students to expand or build on other students' responses and learned phrases.

ELPS 4.G; ELPS 4.I

Wrap-Up

Discussion Questions for "Topher Sings"

1. **Literal.** What does Topher love to do?
 - » Topher loves to sing.
2. **Literal.** What happened a few days ago?
 - » Topher woke up sick and could not sing.
3. **Literal.** What does the doctor tell Topher?
 - » The doctor says that Topher should rest his vocal cords by not singing. She says to take cough drops.
4. **Literal.** What happens on the third day of Topher resting?
 - » Topher is able to sing again.
5. **Inferential.** Reread this sentence from the story: *He couldn't even laugh off the sadness.* What is the author suggesting?
 - » The author is saying that Topher was very sad about not being able to use his voice or sing, and he couldn't even laugh without it.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you think I read this sentence at the appropriate rate." Read a sentence much too slowly: "He belts his high-pitched songs, filling his home with music all day long." (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board and say, "Remember that talking with a partner is one way to bring more perspectives and information to our discussion. Let's take a moment to think about how we would answer this question."

- After providing some wait time, pair up students and have them take turns asking and answering the question. Remind students to ask any questions they may have about their partner's answer and then repeat back to their partner what was shared. Circulate and give feedback as partners are sharing and responding.
- Remind students to signal when both partners have contributed to the conversation.
- Call on students and ask them to share one idea their partner shared with them. Ask the other partner if what was shared by the partner matches what they shared.

Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 2

Phonics—Encoding




Primary Focus: Students will spell and write multisyllabic words with digraphs

 'th' > /th/, 'ng' > /ng/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH 'TH' AND 'NG' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'th' and 'ng.'
- Remind students that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ or /j/ sound, but the letters *n* and *g* written together stand for a completely different sound, /ng/.
- Remind them that /th/ can be voiced (*then*) or unvoiced (*thin*) but is spelled the same way.
- Say the word *three*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|-----------|-------------|
| 1. three | 4. rang | 7. banged |
| 2. them | 5. thick | 8. thrifty |
| 3. thriving | 6. longer | 9. bringing |

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The string is long.
2. What do the kings think?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 11: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread “Topher Sings.”
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.

- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *again*, *too*, *couldn't*, *enough*, *follow*, *around*, and *laugh*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."
- Display and point to the word *again* and say, "This word is tricky because the first 'a' is pronounced /ə/ and the 'ai' is pronounced /e/ or /i/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /ə/ for this letter. We say /g/ for this letter. We say /e/ for these letters. And we say /n/ for this letter." Point to the letters as you blend the sounds: /ə/ /g/ /e/ /n/, *again*. Say, "*Again!* It's a word we use all the time, like when we say 'Topher is able to sing again.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *again*. What's the word?"
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, "Now we're going to practice reading all of the new words we just learned. Ready?" Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, "Remember, some words are tricky. You can sound them out, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Digraphs 'ph' and 'gh' > /f/

PRIMARY FOCUS OF LESSON

Warm-Up

Students will review words with /f/ > 'ph' and 'gh' and digraphs from previous lessons. **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and read words with 'ph' and 'gh' that make the /f/ sound. **TEKS 3.2.A.i**

Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

Morphology

Students will add inflectional endings to nouns and verbs. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Topher Sings" fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write multisyllabic words with digraphs 'ph' or 'gh' > /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

"Topher Sings" Anecdotal Reading Record
TEKS 3.4

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review: Digraphs 'ph' and 'gh' > /f/	3 min.	
Phonics—Decoding		
Read Words with 'ph' and 'gh' > /f/	3 min.	
Read Open Two-Syllable Words	3 min.	☐ Activity Page 12.1
Morphology		
Review Inflectional Endings	6 min.	☐ Activity Page 12.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Topher Sings"	10 min.	☐ Activity Page 11.3
Phonics—Encoding		
Spell Words with 'ph' and 'gh'	5 min.	☐ dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Universal Access

- Gather pictures to represent the words in the Reading activity: *health clinic*, *vocal cords*, and *gargled*.

Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 1

Warm-Up



Primary Focus: Students will review words with /f/ > 'ph' and 'gh' and digraphs from previous lessons. **TEKS 3.2.A.i**

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Emphasize that in English some letters work together to form new sounds. Explain that the 'p' and 'h' in 'ph' and the 'g' and 'h' in 'gh' work together to form a new sound: /f/. Write the word *photo* on the board and model saying the word incorrectly: /p/ /h/ /oe/ /t/ /oe/. Then demonstrate correcting your pronunciation: /f/ /oe/ /t/ /oe/.

ELPS 2.E

REVIEW: DIGRAPHS 'PH' AND 'GH' > /F/ (3 MIN.)

- Remind students that the /f/ sound is spelled three ways: 'f', 'ph', and 'gh'.
- Create a three-column chart on the board with the sound-spellings as column headings.
- Tell students they are going to review words spelled with 'ph' and 'gh'. Underline the spellings.
- Say the word *phone*, emphasizing the /f/ sound, and write it on the board in the 'ph' column. Have students read the word aloud.
- Repeat with the following words: *photo*, *graph*, and *trophy*. Write each word beneath the 'ph' heading.
- Say the word *cough*, emphasizing the /f/ sound. Have students read the word aloud.
- Repeat with the following words: *tough*, *rough*, *enough*, and *laugh*. Write each word in the 'gh' column.
- Circle the 'ou' in *cough*. Explain to students that there are many ways we say words with 'ough' in English, but in this case, the 'ou' makes the /aw/ sound. Have a volunteer circle the 'ou' in *tough*, *rough*, and *enough*.
- Ask, "What sound does the 'ou' in *tough*, *rough*, and *enough* make?" (/u/)
- Circle the 'au' in *laugh*. Explain to students that there are several ways we say words with 'augh' in English, but in this case, the 'au' makes the /a/ sound.
- Tell students that the spellings for /f/ sounds must be learned and remembered.

Note: Students will learn more sounds for the 'ough' and 'augh' quadgraphs in Unit 2.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 1

Phonics—Decoding



Support

Vowel digraphs for words with tricky spellings such as 'gh' and 'ph' often need to be learned and remembered because general rules for decoding don't apply. It may be helpful for students to keep a list in their notebook and add to it throughout the unit as they encounter new words with /f/ > 'gh' or 'ph'. You may also choose to keep a list of these words posted in the classroom for students to reference.

Primary Focus

Students will identify and read words with 'ph' and 'gh' that make the /f/ sound.

🗺️ **TEKS 3.2.A.i**

🗺️ Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

READ WORDS WITH 'PH' AND 'GH' > /F/ (3 MIN.)

- Create a two-column chart on the board with the headings 'ph' and 'gh'.
- Say the word "tough" and have students repeat it.
- Write the word into the correct column.
- Ask a volunteer to approach the board and underline the spelling of the /f/ sound in the word. (*gh*) Have students read the word aloud.
- Repeat with the following words: *tough, rough, laugh, enough, phone, photo, graph, and trophy*.
- If time allows, have students generate their own 'ph' and 'gh' words and add those to the chart.

READ OPEN TWO-SYLLABLE WORDS (3 MIN.)

- Ask, "What is an open syllable?" (*a syllable that ends with a vowel that makes a long vowel sound*)
- Write the word *photo* on the board. Point out the 'ph'.
- Using a slash, divide the word into its syllables: *pho•to*.
- Ask, "Is the first syllable open? How do you know?" (*open; It ends with a long vowel.*) Read the first syllable.
- Ask, "Is the second syllable open? How do you know?" (*open; It ends with a long vowel.*) Read the second syllable. Then read the word emphasizing each syllable and have students read the word aloud.

🗺️ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



- Repeat the routine with the following words: *phone, trophy, phobic, even, item, moment, and frequent*.
- Direct students to Activity Page 12.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete the activity at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree that the following word begins with a closed syllable, or give a thumbs-down if you disagree: *savor*." (*thumbs-down*)

Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 1

Morphology



Primary Focus: Students will add inflectional endings to nouns and verbs.

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

REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Ask a volunteer to write a singular noun on the board, such as *truck*. Read the word aloud with the students.
- Ask, "How do we write this word if there is more than one truck?" (*trucks*)
- Add the word ending. Read the word aloud together.
- Ask a volunteer to write a verb on the board, such as *dance*. Read the word aloud with the students.
- Ask, "How do we write this word to show the action happened in the past?" (*danced*)

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Add the word ending. Read the word aloud together.
- Direct students to Activity Page 12.2 and review the instructions. Circulate as students work.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If students need more time, ask them to complete the activity page at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 12.2



Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 2

Reading



Primary Focus: Students will read “Topher Sings” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “TOPHER SINGS” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Topher Sings” with a partner.
- Take time to answer any questions that students may have about “Topher Sings.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words with /f/ > ‘ph’ or ‘gh’, such as *Topher* and *rough*;

Activity Page 11.3



**ENGLISH
LANGUAGE
LEARNERS**



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with /f/ > ‘ph’ or ‘gh’.

Intermediate

Have students share their annotations with another student.

**Advanced/
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- circle three plural nouns, such as *classes*; and
- highlight three multisyllabic words with open syllables, such as *o•pen*, and put a box around the open syllable (*o*).



Observation: Anecdotal Reading Record

As you listen to each student read “Topher Sings,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Challenge

Challenge students to create a chart of the words with inflectional endings, organizing the words by nouns and verbs.

Lesson 12: Review: Digraphs ‘ph’ and ‘gh’ > /f/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write multisyllabic words with digraphs ‘ph’ or ‘gh’ > /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH ‘PH’ AND ‘GH’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘ph’ and ‘gh’.
- Remind students that in some words the /f/ sound is spelled ‘ph’ or ‘gh’.
- Say the word *biography*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|-----------|--------------|
| 1. biography | 4. enough | 7. paragraph |
| 2. dolphin | 5. phone | 8. coughed |
| 3. laughing | 6. photo | 9. phobic |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. On the phone, I told Mom I got a trophy.
2. The elephant has rough skin.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Think about the way the word *nephew* is spelled. Give a thumbs-up if you think the /f/ sound is spelled with an 'f'" (*thumbs-down*)

Lesson 12: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Read the following words, one at a time: *homophone, cough, push, orphan, tough, wrong, elephant, enough, saddle, alphabet, digraph, coconut, laugh,* and *nephew*.
- After each word, ask students to write it in the appropriate column of **Activity Page TR 12.1**. If the word does not contain the /f/ sound, students should not write it.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “Topher Sings” on Activity Page **TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *again* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *æægen*. Write the letters to spell *again* on the board.
- Point to the word *again* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled with ‘a’ and the /e/ sound is spelled with ‘ai.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /ə/ for this letter. We say /g/ for this letter. We say /e/ for these letters. And we say /n/ for this letter.” Point to the letters as you blend the sounds: /ə/ /g/ /e/ /n/, *again*. Say, “*Again!* It’s a word we use all the time.”
- Repeat with the words *too*, *couldn’t*, *enough*, *follow*, *around*, and *laugh*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

13

REVIEW

Digraphs 'ck' > /k/,
'wh' > /w/, 'gh' > /g/

PRIMARY FOCUS OF LESSON

Warm-Up

Students will review words with /k/, /w/, and /g/ to prepare for review of digraphs

✦ 'ck', 'wh', and 'gh'. **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and read words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'.

✦ **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

✦ **TEKS 3.2.A.ii**

Morphology

Students will add the inflectional endings *-er* and *-est* to root words to change

✦ their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Serena Williams" fluently and will answer questions about key

✦ details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write multisyllabic words with digraphs /k/ > 'ck',

✦ /w/ > 'wh', /g/ > 'gh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 13.2 Comparative and Superlative Adjectives

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

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes,

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /k/, /w/, /g/	3 min.	
Phonics—Decoding		
Read Words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'	3 min.	
Read Open Multisyllabic Words	3 min.	<input type="checkbox"/> Activity Page 13.1
Morphology		
Root Words and Inflected Endings: -er and -est	6 min.	<input type="checkbox"/> Activity Page 13.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Serena Williams"	10 min.	<input type="checkbox"/> Activity Pages 13.3, 13.4
Phonics—Encoding		
Spell Words with Digraphs 'ck', 'wh', and 'gh'	5 min.	<input type="checkbox"/> dictation journal

including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION**Phonics—Encoding**

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures of Serena and Venus Williams to support the Reading activity.

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,
'gh' > /g/, Part 1**

Warm-Up



Primary Focus: Students will review words with /k/, /w/, and /g/ to prepare for review of digraphs 'ck', 'wh', and 'gh'. **TEKS 3.2.A.i**

REVIEW /K/, /W/, /G/ (3 MIN.)

- Say *kangaroo* and have students repeat it.
- Say, "Kangaroo begins with the /k/ sound."
- Write *kangaroo* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Say, "Wall begins with the /w/ sound."
- Write *wall* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Say, "Gate begins with the /g/ sound."
- Write *gate* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Leave the words on the board to use later in the lesson.

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,
'gh' > /g/, Part 1**

Phonics—Decoding



Primary Focus

Students will identify and read words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'.

TEKS 3.2.A.i

Students will identify and read multisyllabic words with open syllables.

TEKS 3.2.A.ii

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /K/ > 'CK', /W/ > 'WH', /G/ > 'GH' (3 MIN.)

Support

If students struggle in sounding out any of the sample words, try this routine. On the board, write the word, such as *solo*. Cover the second syllable with your finger (-*lo*) and ask them to read just the first syllable (*so*-). Then cover the first syllable (*so*-) and ask them to read the second syllable (-*lo*). Reveal the entire word and ask them to blend and read both syllables.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Show students pictures or objects in the classroom that represent some of the words students hear during the lesson. For example, you might point out a black sign or a white paper. When generating your own sample words with the targeted sound spellings, focus on those that are familiar to students.

ELPS 2.E

- Point to the word *kangaroo* that you wrote on the board during the Warm-Up activity. Say the sound /k/ and have students repeat it.
- Say, “Here is another way to spell the /k/ sound.”
- Write ‘ck’ on the board. Then say the word *black*.
- Write *black* on the board beneath the ‘ck’ heading.
- Circle the ‘ck’ in *black* and the ‘k’ in *kangaroo*.
- Say, “Both of these words have the /k/ sound, but I see different spellings.”
- Say, “When a word ends in the /k/ sound, we usually write /k/ as ‘ck.’”
- Write additional words beneath the ‘ck’ heading and have students read them aloud: *tack*, *sick*, and *check*.
- Point to the word *wall* that you wrote on the board during the Warm-Up activity. Say the sound /w/ and have students repeat it.
- Say, “We usually spell the /w/ sound ‘w,’ but here is another way to spell it: ‘wh.’”
- Write ‘wh’ on the board. Then say the word *white*. Write *white* beneath the ‘wh’ heading, and have students read the word aloud.
- Circle the ‘wh’.
- Ask, “What sound does this make?” (/w/)
- Write *where* and *wheel* under *white*. Underline each instance of ‘wh’. Have students read each word aloud.
- Point out that /w/ > ‘wh’ usually appears at the beginning of a word.
- Repeat the routine for /g/ using the following words: *ghost*, *ghoul*, and *Ghana*.
- Point out that /g/ > ‘gh’ usually appears at the beginning of a word. Point out that they have also learned words in which ‘gh’ makes the /f/ sound, such as *elephant* and *laugh*.

READ OPEN MULTISYLLABIC WORDS (3 MIN.)

- Remind students that an open syllable ends with a vowel and makes a long vowel sound.
- Write *silent* on the board.
- Using a slash, divide the words into its syllables: *si•lent*.
- Ask, “Which syllable is open?” (*the first; it ends with a long /ie/ sound*) Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Ask, “How many syllables are in silent?” (*two*)
- Repeat the routine with the following words: *zero, tempo, solo, minus, and robot*.
- Direct students to Activity Page 13.1 and review the instructions. Complete the first two items with students. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 13.1



Lesson 13: Review: Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/, Part 1

Morphology



Primary Focus: Students will add the inflectional endings *-er* and *-est* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND INFLECTED ENDINGS: -ER AND -EST (6 MIN.)

- Say, “An adjective is a part of speech describing a noun.”
- Write *long nap* and *short nap* on the board. Underline *long* and *short*. Ask, “Are these adjectives? Why?” (*yes; They are words that describe the noun nap.*)

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Challenge

Have students create sentences using the superlative and comparative adjectives on the board. Ask them to share their sentences with a partner.

- Draw lines from the adjectives to the noun, emphasizing that the adjectives describe the noun.
- Write *shorter* on the board. Underline *-er*.
- Say, "Comparative adjectives describe how two things or groups of things are different. *Shorter* is a comparative adjective. Comparative adjectives usually end in *-er*."
- Write *longest* on the board. Underline *-est*.
- Say, "Superlative adjectives describe how one thing in a group of three or more things is different from all of the others. *Longest* is a superlative adjective. Superlative adjectives usually end in *-est*."
- Display three pencils of different sizes.
- Hold up the shortest pencil. Say, "This pencil is shorter than the other two."
- Point to the word *shorter* on the board.
- Hold up the longest pencil. Say, "This pencil is the longest."
- Point to the word *longest* on the board.
- Write *cool* on the board. Say, "*Cool* is an adjective."
- Demonstrate adding *-er* to *cool*. Say, "*Cooler* is a comparative adjective. It describes how two things are different."
- Write the following sentence on the board and read it aloud: *Tuesday was cooler than Monday.*
- Demonstrate adding *-est* to *cool*. Say, "*Coolest* is a superlative adjective. It describes how one thing in a group of three or more is different from all the others."
- Write the following sentence on the board and read it aloud: *Sunday was the coolest day of the week.*
- Direct students to Activity Page 13.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 13.2





Check for Understanding

Thumbs-Up/Thumbs-Down Say, “Give a thumbs-up if you agree with the following statement or give a thumbs-down if you disagree: ‘The word *coldest* is a superlative adjective.’” (*thumbs-up*)

Support

Before reading “Serena Williams,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Challenge

Have students work in pairs. Each student should write a question about the text. Have students trade questions, and then write responses.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

Intermediate

Have a small group read the first paragraph together, taking turns. Encourage students to work together to annotate the text.

Advanced/

Advanced High

Have students read independently and then work with a partner to annotate the text.

ELPS 4.1

Part 2

Lesson 13: Review: Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/, Part 2

Reading



Primary Focus: Students will read “Serena Williams” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “SERENA WILLIAMS” (10 MIN.)

- Direct students to Activity Page 13.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *whopping, strive, drive, vital, splendid*
 - phrases: “split his time,” “no stranger to defeat,” “shrugs off”
 - domain-specific language: *serves, backhands, U.S. Open, matches, solo player, doubles player*
- Have students follow along as you read “Serena Williams.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *deny* and *admiration*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have students turn to Activity Page 13.4 and complete the comprehension questions. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.



Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/, 'gh' > /g/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write multisyllabic words with digraphs

/k/ > 'ck', /w/ > 'wh', /g/ > 'gh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH DIGRAPHS 'CK', 'WH', AND 'GH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'ph', 'ck', and 'gh'.
- Remind students that some words with the /k/ sound are spelled 'ck', especially when the sound is at the end of the word. Point out that some words with the /w/ sound are spelled 'wh', and some words with the /g/ sound are spelled 'gh'.
- Say the word *clock*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-----------|--------------|----------|
| 1. clock | 4. trickster | 7. which |
| 2. locker | 5. whisker | 8. whiz |
| 3. lucky | 6. whistle | 9. white |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

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 syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. Some snacks are in my backpack.
2. Why are you whispering?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 13: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “Serena Williams.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *both, though, open, every, young, those, and old.*
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *though* and say, “This word is tricky because the ‘th’ is pronounced with the voiced /th/, and the ‘ough’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /th/ /oe/, *though*. Say, “*Though!* It’s a word we use all the time, like when we say ‘Even though Serena is faster and stronger than most players on the tennis court, she is no stranger to defeat.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *though*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Consonant Blends with Digraphs: ‘thr’, ‘shr’, ‘str’, ‘spl’

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally add sounds to words to make new words. **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and read words with consonant blends with digraphs.

- TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

- TEKS 3.2.A.ii**

Morphology

Students will identify words that use inflectional endings *-er* and *-est*.

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

Reading

Students will reread “Serena Williams” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with consonant blends with digraphs.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Serena Williams” Anecdotal Reading Record
TEKS 3.4

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (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.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Add Sounds to Create New Words	3 min.	
Phonics—Decoding		
Read Words with Consonant Blends and Digraphs	3 min.	
Read Open Multisyllabic Words	3 min.	☐ Activity Page 14.1
Morphology		
Root Words and Inflectional Endings: <i>-er</i> and <i>-est</i>	6 min.	☐ Activity Page 14.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “Serena Williams”	10 min.	☐ Activity Page 13.3
Phonics—Encoding		
Spell Words with Consonant Blends and Digraphs	5 min.	☐ dictation journal

how they can change base words such as dropping e, changing y to i, and doubling final consonants; **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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire text.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures of Serena and Venus Williams to support the Reading activity.

Lesson 14: Review: Consonant Blends with Digraphs: 'thr', 'shr', 'str', 'spl', Part 1

Warm-Up



Primary Focus: Students will orally add sounds to words to make new words.

✦ **TEKS 3.2.A.i**

ADD SOUNDS TO CREATE NEW WORDS (3 MIN.)

- Tell students that first you will say a word and then they will repeat it.
- Say, "After we say the word, I will give you a clue to a new word. You will make the new word by adding a sound to the word we said. Raise your hand when you think you know the new word."
- Give an example: *pill*. Have students repeat the word. Say, "Here's a hint to a new word: It is something that happens when a glass of water is knocked over. Add a sound to *pill*. What is the new word?" (*spill*)
- Continue with the following words in the list.

	Hint	
1. spat	the sound a water balloon makes when it hits concrete	<i>splat</i>
2. shed	to tear up paper	<i>shred</i>
3. sting	something you use to tie	<i>string</i>

Lesson 14: Review: Consonant Blends with Digraphs: 'thr', 'shr', 'str', 'spl', Part 1

Phonics—Decoding



Primary Focus

Students will identify and read words with consonant blends with digraphs.

✦ **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

✦ **TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Support students by using gestures to act out the meaning of the new words with added phonemes. For example, demonstrate shredding a piece of paper or tying a string.

ELPS 2.E

READ WORDS WITH CONSONANT BLENDS AND DIGRAPHS (3 MIN.)

- Write *thrill*, *splat*, *shred*, and *string* on the board to begin columns.
- Point to *thrill*. Underline 'thr'. Have students read the word aloud.
- Say, "This is a blend of consonants. The 't' and 'h' work together to make the /th/ sound. Then the /r/ comes in." Have students repeat /th/ /r/.
- Say, "These sounds blended together say 'thr.'" Demonstrate saying *thr-ill* and *thrill*.
- Ask, "What other words start with this blend?" (examples: *three*, *throw*, *threw*)
- Write students' suggestions on the board under the word *thrill*. Correct any misconceptions. Read each word together and underline the *thr-*.
- Point to *splat*. Underline 'spl'. Have students read the word aloud.
- Say, "The 's' makes the /s/ sound, the 'p' makes the /p/ sound, and the 'l' makes the /l/ sound." Have students repeat /s/ /p/ /l/.
- Say, "These sounds blended together say 'spl.'" Demonstrate saying *spl-at* and *splat*.
- Ask, "What other words start with this blend?" (examples: *splatter*, *splint*, *splash*)
- Write students' suggestions on the board under *splat*. Correct any misconceptions. Read each word together and underline the *spl-*.
- Point to *shred*. Underline 'shr'. Have students read the word aloud.
- Say, "This is a blend of consonants. The 's' and 'h' work together to make the /sh/ sound. Then the /r/ comes in." Have students repeat /sh/ /r/.
- Say, "These sounds blended together say 'shr.'" Demonstrate saying *shr-ed* and *shred*.
- Ask, "What other words start with this blend?" (examples: *shrink*, *shrimp*, *shrug*)
- Write students' suggestions on the board under the word *shred*. Correct any misconceptions. Read each word together and underline the *shr-*.
- Point to *string*. Underline 'str'. Have students read the word aloud.
- Say, "This is a blend of the consonants 's', 't', and 'r': /s/ /t/ /r/. These sounds together say 'str'. *Str-ing*. *String*."

Support

If students struggle with identifying the consonant blend in the sample words, create a chart to organize the words by consonant blend and write them on the board. Work with students to organize the words in the chart and say each word together again.

- Ask, “What other words start with this blend?” (examples: *street, strip, stripe*)
- Write students’ suggestions on the board under the word *string*. Correct any misconceptions. Read each word together and underline the *str*–.
- Explain that you are going to say some words. When students hear the ‘thr’ sound, they should raise their left hand. When they hear the ‘shr’ sound, they should raise their right hand.
- Say the following words: *thrive, throwback, shriek, shrine, threat, and shrivel*.
- Explain that you are going to say other words. When students hear the ‘spl’ sound, they should raise their left hand; and when they hear the ‘str’ sound, they should raise their right hand.
- Say the following words: *strict, splash, stray, strength, splint, and splendid*.

READ OPEN MULTISYLLABIC WORDS (3 MIN.)

- Remind students that an open syllable ends with a vowel and makes a long vowel sound.
- Write *apron* on the board.
- Using a slash, divide the word into its syllables: *a•pron*.
- Ask, “How many syllables are in this word?” (*two*)
- Ask, “Which syllable is open?” (*the first; It ends with a vowel and has a long vowel sound.*) Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Repeat the routine with the following words: *open, relax, museum, sofa, and silent*.
- Direct students to Activity Page 14.1 and review the instructions. Read the list of words aloud as the students follow along. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 14.1



Lesson 14: Review: Consonant Blends with Digraphs:

'thr', 'shr', 'str', 'spl', Part 1

Morphology



Primary Focus: Students will identify words that use inflectional endings *-er* and *-est*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND INFLECTIONAL ENDINGS: -ER AND -EST (6 MIN.)

- Remind students that an adjective is a part of speech that describes a noun.
- Ask volunteers for examples of adjectives. (*nice, red, shiny*)
- Say, "Remember, a comparative adjective describes how two things or groups of things are different and usually ends in *-er*."
- Ask volunteers for examples of comparative adjectives. (*taller, smarter, harder*)
- Point out that when a word ends in 'y', we change the 'y' to 'i' before adding the ending *-er*. Write *shiny* on the board. Below it, write the word again and change the 'y' to 'i' to make the comparative adjective *shinier*. Remind students that they have learned this same rule for the endings *-ed* and *-es*.
- Say, "Remember, a superlative adjective describes how one thing in a group of three or more is different from all of the others and usually ends in *-est*."
- Write the adjective *old* on the board. Ask students to turn the adjective into a comparative and a superlative adjective. (*older, oldest*)
- Say, "Marc, Caleb, and Jonas are brothers."
- Then write the following sentence on the board: Marc is ____ than Caleb, but Jonas is the ____.
- Ask students to work with a partner to complete the sentence with the correct adjectives. Then have a volunteer pair approach the board and complete the sentence with the correct adjectives. (*Mark is older than Caleb, but Jonas is the oldest.*) Have students read the completed sentence aloud.

Challenge

Provide students with three objects. Then ask them to write a couple of sentences about the objects that include at least one comparative and one superlative adjective.

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Activity Page 14.2



- Write the adjective *small* on the board. Ask students to turn the adjective into a comparative adjective and a superlative adjective. (*smaller, smallest*)
- Say, “There are three animals in the forest: a fox, a mouse, and a mountain lion.”
- Then write the following sentence on the board: The fox is ____ than the mountain lion, but the mouse is the ____.
- Have pairs complete the sentence with the correct adjectives. Then have a volunteer pair approach the board and complete the sentence with the correct adjectives. (*The fox is smaller than the mountain lion, but the mouse is the smallest.*) Have students read the completed sentence aloud.
- Point out that the same spelling rule for words that end in ‘y’ applies to the suffix *-est*. Below the words *shiny* and *shinier* on the board, write *shiniest*. Have students read all three words aloud.
- Direct students to Activity Page 14.2 and review the instructions. Read the words aloud, having students follow along.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree that the adjectives in the following sentence are used correctly, and give a thumbs-down if you disagree: ‘At the party, Ana was sillier than Avi, but Noa was the silliest.’” (*thumbs-up*)

Lesson 14: Review: Consonant Blends with Digraphs:

'thr', 'shr', 'str', 'spl', Part 2

Reading



Primary Focus: Students will reread “Serena Williams” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “SERENA WILLIAMS” (10 MIN.)

Note: Students will read today’s text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 13.3. Tell students that today they will reread “Serena Williams” with a partner.
- Take time to answer any questions that students may have about “Serena Williams.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
 - underline three words with ‘thr’, ‘str’, ‘spl’, and ‘shr’, such as *thrilling* and *strive*, *splendid*, and *shriek*;
 - circle three comparative and superlative adjectives with *-er*, such as *stronger*, and *-est*, such as *quickest*; and
 - highlight three two-syllable words in which both syllables are open, such as *solo*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Challenge

Have students first create a list of the ‘thr’, ‘shr’, ‘str’, and ‘spl’ words used in the passage. Then challenge them to write a short story that uses all of the words.

Activity Page 13.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with consonant blends.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Check for Understanding

Turn and Talk: Say, “Turn and talk to a partner about the comparative and superlative adjectives used in the passage.” Ask the students to explain to each other why the writer chose to use these adjectives. Circulate as students talk, making sure they understand that the comparative adjectives compare two things and the superlative adjectives compare three or more things. Tell students to signal when both partners have contributed to the conversation. Call on students to share examples of comparative and superlative adjectives with the group.



Observation: “Serena Williams” Anecdotal Reading Record

As you listen to each student read “Serena Williams,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Consonant Blends with Digraphs: ‘thr’, ‘shr’, ‘str’, ‘spl’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with consonant blends with digraphs. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH CONSONANT BLENDS AND DIGRAPHS (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘thr’, ‘shr’, ‘str’, and ‘spl’.
- Remind students that these words have consonant blends and digraphs. Say, “For example, remember that in ‘thr’ words, the ‘t’ and ‘h’ work together to make the /th/ sound. Then the /r/ comes in.”

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the word *strongest*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|--------------|--------------|
| 1. strongest | 4. thriving | 7. shrub |
| 2. throwback | 5. shrugging | 8. splendid |
| 3. splatter | 6. stronger | 9. splashing |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. Stress makes her head throb. |
| 2. The pumpkin struck the ground with a splat. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 14: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Review the directions. Read the words aloud, having students follow along. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “Serena Williams” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *though* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *thoe*. Write the letters to spell *though* on the board.
- Point to the word *though* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /th/ sound is spelled with ‘th’ and the /oe/ sound is spelled with ‘ough.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /th/ /oe/, *though*. Say, “*Though!* It’s a word we use all the time.”
- Repeat with the words *both*, *open*, *every*, *young*, *those*, and *old*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review the sounds for digraphs they studied this week. **TEKS 3.2.A.i**

Phonics—Decoding

Students will review identifying and reading words with the digraphs they

- practiced this week. **TEKS 3.2.A.i**
- Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

Morphology

Students will use adjectives with inflectional endings in sentences.

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

Reading

Students will read and annotate “Whopping Elephants vs. Tiny Tigers” independently and will answer questions about key details in the text.

- TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will review spelling and writing multisyllabic words with consonant

- blends and digraphs. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Sound Building	3 min.	
Phonics—Decoding		
Review Digraphs	3 min.	
Read Words with Closed and Open Syllables	3 min.	☐ Activity Page 15.1
Morphology		
Review Inflectional Endings	6 min.	☐ Activity Page 15.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Whopping Elephants vs. Tiny Tigers” Independently	10 min.	☐ Activity Pages 15.3, 15.4
Phonics—Encoding		
Encoding Review	5 min.	☐ dictation journal

ADVANCE PREPARATION

Warm-Up

- Gather blocks for the Sound Building game.

Morphology

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *kickball*, *trophy*, *confidence*, and *stress*.

Lesson 15: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review the sounds for digraphs they studied this week. **TEKS 3.2.A.i**

SOUND BUILDING (3 MIN.)

- Tell students they are going to play a game called “Sound Building.”
- Explain that you will say a word and they will say the consonant blend or digraph at the beginning or the end of the word.
- Ask, “What is the digraph at the beginning of *shrug*?” (/sh/)
- If students struggle to identify the digraph, repeat the word with the digraph drawn out: shhhhhhrug.
- Ask, “What sound blends with the digraph /sh/?” (/r/)
- As students provide correct digraphs and blends, give them a block. Students take turns placing the blocks to create a collective structure throughout the game.
- Repeat the routine with the following words:

/f/ > ‘ph’ and ‘gh’: *photo, cough, laugh*

/k/ > ‘ck’: *click, cluck, truck*

/w/ > ‘wh’: *while, when, whale*

/g/ > ‘gh’: *ghost, ghoul, ghastly*

‘thr’: *threw, thrown, threat*

‘shr’: *shriek, shrine, shred*

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 15: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review identifying and reading words with the digraphs they practiced this week. **TEKS 3.2.A.i**

Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

REVIEW DIGRAPHS (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have a digraph or blend they studied this week ('ph' and 'gh' > /f/, 'ng' > /ng/, 'ck' > /k/, 'wh' > /w/, 'thr', 'shr', 'str', or 'spl').
- Say, "A team gets this for winning a big game." (*trophy*)
- Write *trophy* on the board and underline the digraph 'ph'. Have students say the word aloud.
- Repeat the routine with the following riddles.

I call my sister's son this. (*nephew*)

I look at this to tell the time. (*clock*)

In soccer, you do this to the ball. (*kick*)

Cats have these on their faces. (*whiskers*)

This is the opposite of weak. (*strong*)

This is what happens when you jump in a pool. (*splash*)

This number comes after two. (*three*)

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Write the following words on the board: *solo*, *relax*, *humankind*, *sunset*, *when*. Point to and read each word aloud.
- Explain that you are going to say a sound and syllable requirement. Then students will read aloud a word on the board that meets the requirement.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Challenge

For each sound and syllable requirement, challenge students to come up with additional words, not listed on the board. For example, for the first clue ("Give me a word with two open syllables"), students might say "ego."



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Talk to students about the word *trophy*. Hold up a trophy or an image of a trophy. First segment the word, asking students to repeat. Blend the word, asking students to repeat.

Then write the word on the board, dividing it by syllables. Put your hand over the second syllable. Say the first syllable, pointing out that it is an open syllable because it ends in a long vowel sound. Put your hand over the first syllable and pronounce the second syllable. Point out that it is an open syllable because it ends in a long vowel sound. Then say the word again and have students read it aloud.

ELPS 3.A; ELPS 3.E

- Say, “Give me a word with two open syllables.” (*solo*)
- Repeat with the following sound and syllable requirements.

Give me a word with two closed syllables. (*sunset*)

Give me a word with one open syllable. (*relax*)

Give me a closed one syllable word. (*when*)

Give me a three syllable word with one open syllable. (*humankind*)

Activity Page 15.1



- Direct students to Activity Page 15.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 15: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will use adjectives with inflectional endings in sentences.

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

Support

Identify adjectives on the activity page that students are struggling with and write the comparative and superlative versions on the board. Work with students to create sentences with each.

REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Remind students that a comparative adjective compares or describes how two things or groups of things are different and usually ends in *-er*.
- Ask a volunteer to say a sentence with *quicker*. (*The train is quicker than the bus.*)
- Remind students that a superlative adjective describes how one thing in a group of three or more is different from all of the others and usually ends in *-est*.
- Remind students that for adjectives that end in ‘y’, they must change the ‘y’ to ‘i’ before adding *-er* or *-est*.

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Ask a volunteer to say a sentence with *youngest*. (*I am the youngest of three sisters.*)
- Write the following sentences on the board: *Tina is funnier than the other actors. She is the _____ actor in the play.* Read the sentences aloud with the students.
- Ask a volunteer to circle the comparative adjective in the sentences. (*funnier*)
- Then ask a volunteer to complete the sentence with a superlative adjective. (*funniest*) Read the completed sentences aloud with the students.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 15.2



Check for Understanding

Turn and Talk: Point to the adjective “funnier” on the board. Ask students to discuss the spelling of the adjective. Ask, “Is the correct spelling ‘funnier’ or ‘funnyer’?” Circulate as students discuss, making sure they recognize that the *y* is replaced with *i* before the suffix is added. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Support

Before reading “Whopping Elephants vs. Tiny Tigers,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time.

For example, first have them read and underline words with digraphs and consonant blends. On the next read, have them circle comparative adjectives, and so on.

**ENGLISH
LANGUAGE
LEARNERS**



Reading

Reading Closely

Beginning

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *words with comparative adjectives*; *words with consonant blends*, *words with open syllables*).

Intermediate

Have students work with a partner to annotate the text.

Advanced/

Advanced High

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A

Part 2

Lesson 15: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Whopping Elephants vs. Tiny Tigers” independently and will answer questions about key details in the text.

TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5

READ “WHOPPING ELEPHANTS VS. TINY TIGERS” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Whopping Elephants vs. Tiny Tigers.”
- Direct students to Activity Page 15.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *buzzing*, *climax*, *ghastly*, *whizzed*
 - phrases: “shrugged off any doubt,” “splendid triumph”
 - domain-specific language: *playoff game*, *inning*, *home plate*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *confidence* and *whispered*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and have them
 - underline three words with ‘ph’, ‘gh’, ‘ck’, and ‘wh’ they learned about this week, such as *elephants* and *ghost*;
 - put a box around three words with *shr-*, *thr-*, *str-*, and *spl-*, such as *Shri* and *thrilled*;

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

- circle three comparative adjectives and superlative adjectives, such as *fastest* and *harder*; and
- highlight three multisyllabic words with open syllables, such as *final* and *tiny*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Pages
15.3, 15.4



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 15: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing multisyllabic words with consonant blends and digraphs. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'thr', 'shr', 'str', and 'spl'.
- Remind students that these words have consonant blends. Say, "For example, remember that in 'shr' words, the 's' and 'h' work together to make the /sh/ sound. Then the /r/ comes in."
- Say 'shr', *shr-ed*, and *shred*, having students repeat after you.
- Tell students that they will also be spelling words with 'wh' and 'ck'.
- Say the /w/ sound. Remind students that the sound can be spelled 'wh'. Say the /k/ sound. Remind students that the sound can be spelled 'ck'.
- Tell students that they will also be spelling words with 'ph' and 'gh'.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the /f/ sound. Remind students that the sound can be spelled 'ph' and 'gh'.
- Tell students that they will also be spelling words with 'ng'.
- Remind students that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ sound, but the letters 'n' and 'g' written together stand for a completely different sound, /ng/.
- Say the word *whisks*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|-------------|
| 1. whisks | 4. throbbing | 7. trophies |
| 2. clocked | 5. shrinks | 8. laughing |
| 3. thrashes | 6. quicker | 9. longest |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---------------------------------------|
| 1. Dolphins swam along with the boat. |
| 2. Is the gum sticky enough? |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students' dictation journals to review and monitor student progress.

Lesson 15: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 15.1** for each student. Direct students to Activity Page 15.3.
- Have them reread “Whopping Elephants vs. Tiny Tigers.”
- Review the writing prompt on **Activity Page TR 15.1**. Answer any questions students have, and then ask students to respond to the prompt.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Whopping Elephants vs. Tiny Tigers” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 11 and 13 (*again, too, couldn't, enough, follow, around, laugh, both, though, open, every, young, those, old*). Write the following new words on index cards: *ghost, against, behind, great, were, would, and any*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *ghost* and say, "This word is tricky because the 'gh' is pronounced /g/ and the 'o' is pronounced /oe/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /g/ for these letters. We say /oe/ for this letter. We blend and say /s/ /t/ for these letters. Point to the letters as you blend the sounds: /g/ /oe/ /s/ /t/, *ghost*. Say, "*Ghost!* It's a word we use all the time, like when we say 'Whitney became as pale as a ghost.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *ghost*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /gh/ sound spelled 'g.'" Write *ghastly* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 11 and 13. Say, "Now we're going to practice reading all the new words we learned this week. Let's play a game. We're going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let's see how fast we can go. My turn first."
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, "Do you think you can go faster than I did?"
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.

- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

16

REVIEW

Abbreviations: Titles with Names

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally add sounds to words to make new words. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read abbreviations of titles with names. **TEKS 3.2.A.iii**

Students will identify and read multisyllabic words with open syllables.

- TEKS 3.2.A.ii**

Morphology

Students will read, define, and spell words with the derivational ending *-y*.

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

Reading

Students will read “A Letter for Mr. and Mrs. Lopez” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write abbreviations of titles with names. **TEKS 3.2.B.iii**

FORMATIVE ASSESSMENT

Activity Page 16.1 **TEKS 3.2.A.iii**

Observation **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; *VCe* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (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.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 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Add Sounds to Make New Words	3 min.	
Phonics—Decoding		
Abbreviations: Titles with Names	3 min.	<input type="checkbox"/> Activity Page 16.1
Read Open Multisyllabic Words	3 min.	
Morphology		
Root Words and Derivational Endings: -y	6 min.	<input type="checkbox"/> Activity Page 16.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “A Letter for Mr. and Mrs. Lopez” with Accuracy	10 min.	<input type="checkbox"/> Activity Page 16.3
Phonics—Encoding		
Spell Abbreviations of Titles with Names	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations of titles that come before or after names for today and future reference. You may also choose to write on the board during the lesson.

Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *letter*, *mailman*, *human*, *mailbox*, and *sunny*.

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

Warm-Up



Primary Focus: Students will orally add sounds to words to make new words.

TEKS 3.2.A.i

ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

Note: This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, “Sounds can be added to the beginning, middle, or end of a word.”
- Tell them they will practice adding phonemes to words to make new words.
- Say the word *fog*.
- Ask, “How could I add the sound /r/ to the word *fog* to create a new word?” (*frog*)
- Continue with the remaining words in the list. As students offer their responses, remember that changes in spelling are acceptable, because the focus of the activity is adding sounds to make new words.

Example	Sound to add	New Word
fog	/r/	frog
met	/l/	melt
rain	/b/	brain
see	/l/	seal
tray	/n/	train

Challenge

Have pairs brainstorm more examples and new words.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will identify and read abbreviations of titles with names. **TEKS 3.2.A.iii**
- Students will identify and read multisyllabic words with open syllables.
- ✦ **TEKS 3.2.A.ii**

ABBREVIATIONS: TITLES WITH NAMES (3 MIN.)

- Explain that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that titles that come before names, such as *Doctor* and *Missus*, are often abbreviated.
- On the board, display a chart that lists full titles along with their abbreviations.

Full Word	Abbreviation
Mister	Mr.
Missus	Mrs.
Miss	Miss (not abbreviated)
Doctor	Dr.

Challenge

Explain to students that there are other titles that come before names that are also abbreviated.

Have students identify the full title for the following abbreviations: “Prof.,” “Gov.,” and “Gen.” (*Professor, Governor, General*)

- Read each title aloud, and complete each example on the chart by adding a familiar name, such as *Dr. Chen*, *Mr. Jones*, or *Mrs. Patel* after the abbreviation. Have students repeat each example.
- Point out that the title *Miss* is not abbreviated and often appears in full before a name, such as *Miss Anderson*. This title is most often used to address girls or younger, unmarried women.
- Explain that titles that come after names, such as *Junior* or *Senior*, are also abbreviated.
- Add and complete two more rows of the chart.

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

Full Word	Abbreviation
Junior	Jr.
Senior	Sr.

- Read each title aloud, and complete each example by adding a name, such as *Kyle Smith, Jr.* and *David Lee, Sr.* Have students repeat each example.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 16.1



READ OPEN MULTISYLLABIC WORDS (3 MIN.)

Note: Students have learned about closed and open syllables. They may encounter an additional syllable type—the schwa—as they analyze vowel sounds in multisyllabic words.

- Say, “We have learned that open syllables have the long vowel sound; for example, in the word *go*, the ‘o’ is left “open.” In multisyllabic words, some vowel sounds that follow the rules for open syllables may actually be schwa sounds, depending on where the stress falls within the word. When there is less emphasis on a syllable, we say that it is unstressed. If the syllable is unstressed, the vowel sound in the open syllable may be pronounced as a schwa /ə/ sound. When we read multisyllabic words, we may need to adjust the vowel sound to the schwa sound.”
- Write the word *tomato* on the board. Explain that the word *tomato* is pronounced tə•mae•toe, not toe•mae•toe.
- As needed, provide other examples of common open and closed multisyllabic words with a schwa sound. For example
 - enemy: **en**•ə•mee, not en•ee•mee;
 - common: **com**•mən, not com•mon; and
 - telephone: **tel**•ə•foen, not tel•ee•foen.
- Students will continue to learn about the schwa in Unit 4.
- Remind students that an open syllable is one that ends in a vowel and makes a long vowel sound.

- Write the word *photograph* on the board. Mark the syllables: **pho**•to•graph and emphasize that the first syllable is stressed.
- Say the first syllable. Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*)
- Point out that the ‘o’ in the second syllable *to* looks like it should follow the rules for open syllables, but as an unstressed syllable it makes the schwa sound.
- Ask students to identify the syllable type of *graph* and explain how they know. (*closed; the ‘a’ is closed up by the consonant team ‘ph’ > /f/*) Read the word emphasizing each syllable. Have students read it aloud.
- Repeat the routine, focusing on the open syllables of the following words: *vi*•o•lin (*vi, o*), *re*•lax•ing (*re*), *si*•lent•ly (*si, ly*), and *so*•lo•ist (*so, lo*).



Check for Understanding

Thumbs-Up/Thumbs-Down Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has two open syllables: *polo*.” (*thumbs-up*)

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

Morphology



Primary Focus: Students will read, define, and spell words with the derivational ending *-y*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Support

Review the rules of doubling a consonant or dropping an ‘e’ before adding a suffix, as needed.

ROOT WORDS AND DERIVATIONAL ENDINGS: -Y (6 MIN.)

- Remind students that they have learned about suffixes that do not change the part of speech of the root word. These are called inflectional endings. Some examples include the word endings *-ed* and *-ing*. Ask, “What part of speech are the words *learn*, *learning*, and *learned*?” (*verbs*)

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 3.3.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 students are now going to practice using suffixes that change the part of speech of the root word. These are called derivational endings.
- List examples on the board: *-y*, *-less*, and *-er*.
- Explain that *-y* and *-less* change nouns to adjectives, and *-er* changes verbs to nouns.
- Tell students that they will focus on the ending *-y* today.
- Write the example word *dirty* on the board. Read the word aloud and then have students read the word aloud. Ask a volunteer to define the word. (*not clean; filthy*) Then have another volunteer identify the root word. (*dirt*)
- Repeat with the words *cheery*, *lengthy*, *leaky*, *sunny*, and *noisy*.
- Direct students to Activity Page 16.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 16.2



**ENGLISH
LANGUAGE
LEARNERS**

Language

Learning How English Works

Beginning

Remind students of the basic parts of speech in English. A noun is a person, place, thing, or idea. A verb is an action word. An adjective is a word that describes a noun. An adverb is a word that describes a verb, adjective, or other adverb.

Intermediate

Provide sample sentences and have students identify which word is a noun and which is an adjective.

Advanced/

Advanced High

Prompt students to give examples of nouns and adjectives to ensure mastery.

ELPS 1.F

Lesson 16: Review: Abbreviations: Titles with Names, Part 2

Reading



Support

Before reading “A Letter for Mr. and Mrs. Lopez,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Page 16.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Review questions and ask them in a yes/no format rather than an open-ended format.

Intermediate

Allow students to work with a partner to answer the discussion questions.

Advanced/
Advanced High

Provide minimal support as students work independently to answer the discussion questions.

ELPS 4.G

Primary Focus: Students will read “A Letter for Mr. and Mrs. Lopez” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.

✚ **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

**READ “A LETTER FOR MR. AND MRS. LOPEZ” WITH ACCURACY
(10 MIN.)**

- Direct students to Activity Page 16.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *habit*, *cheery*
 - phrases: “bumpy day,” “speedy exit”
- Have students follow along as you read “A Letter for Mr. and Mrs. Lopez.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *attitude* and *carelessly*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “A Letter for Mr. and Mrs. Lopez”

1. **Literal.** What are Mr. and Mrs. Lopez waiting for?
 - » Mr. and Mrs. Lopez are waiting for a letter from their son.
2. **Literal.** Who received Mr. and Mrs. Lopez's letter?
 - » Dr. Davis received the letter.
3. **Literal.** How do Mr. and Mrs. Lopez try to figure out what happened?
 - » They call Mr. Jacobs to ask if he knows where the letter might have gone.
4. **Evaluative.** Why does Mr. Jacobs think he might have left the letter at Dr. Davis's house?
 - » He has had trouble with similar addresses in the past.
5. **Inferential.** Why did Mr. Jacobs make a speedy exit after picking up the letter from Dr. Davis?
 - » Mr. Jacobs felt embarrassed about his mistake.



Check for Understanding

- **Think-Pair-Share:** Say, “Sometimes we learn new information or think about things in a different way when we share with others. Today, we will practice how to use Think-Pair-Share by sharing our responses to the discussion questions about the passage we just read with a partner. Then we will share our answers with the whole group. Let me show you what I mean.”
- Choose a student to be your partner. Say, “The first question is ‘What are Mr. and Mrs. Lopez waiting for?’ First, we think about the answer. We might look back at the passage for help if we don’t remember.” Model thinking about the answer and maybe scanning the passage. Say, “Hmm. I remember now.”
- Model pairing and sharing. Say, “Then we pair up to share our answers. I will give the ready signal to my partner when I am ready, and I’ll wait for my partner to give me the signal so that I know that they are ready to share too.”
- When your partner gives you the signal, model sharing your answers with each other. Ask any clarifying questions you may have. Adjust your answer, if needed. Say, “Finally, if the teacher calls on me, I am ready to share my answer with the whole group.”

- Say, “Now it’s your turn. I will ask the question. You will answer the question in your head, and then you will give the ready signal to your partner to show that you are ready. When both partners give the signal, take turns answering the question. Ready for the next question? The next question is ‘Who received Mr. and Mrs. Lopez’s letter?’”
- Give students time to think about the answers, give the signal, and share their answers with their partner. Encourage students to ask clarifying questions and make changes to their answers if necessary. Remind students to signal when both partners have contributed to the conversation.
- As students conclude their conversations, call on a volunteer to share their answer. Ask the student if they made any changes to their answer after the partners shared with each other. If so, ask what changes were made and why.
- Continue with the rest of the questions, providing specific feedback regarding the Think-Pair-Share process.



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Lesson 16: Review: Abbreviations: Titles with Names, Part 2

Phonics—Encoding




Primary Focus: Students will spell and write abbreviations of titles with names.

 **TEKS 3.2.B.iii**

SPELL ABBREVIATIONS OF TITLES WITH NAMES (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling titles. First they will write the full word, and then they will write the abbreviation.

 **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- Give the example *Missus*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered. Remind students that the title *Miss* is not abbreviated and is not followed by a period.
- Write *Missus* and the abbreviation *Mrs.* on the board.
- Say the word *Missus*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- | | |
|-----------------|----------------|
| 1. Missus: Mrs. | 4. Senior: Sr. |
| 2. Doctor: Dr. | 5. Mister: Mr. |
| 3. Junior: Jr. | 6. Miss: Miss |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will decide whether to spell the full word or to write the abbreviation in each sentence.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|-----------------------------|
| 1. Mrs. Green teaches art. |
| 2. I went to see Dr. Smith. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 16: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “A Letter for Mr. and Mrs. Lopez.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *call, been, meant, told, always, know, and sometimes*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *know* and say, “This word is tricky because the first ‘kn’ is pronounced /n/ and the ‘ow’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /n/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /n/ /oe/, *know*. Say, “*Know!* It’s a word we use all the time, like when we say ‘We know it was a mistake.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *know*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

17

REVIEW

Abbreviations: Streets in Addresses and States

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally add sounds to words to make new words. **TEKS 3.2.A.i**

Phonics—Decoding

Students will identify and read abbreviations of streets in addresses and states.

- TEKS 3.2.A.iii**
- Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

Morphology

Students will identify words with the derivational ending *-y*.

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

Reading

Students will reread “A Letter for Mr. and Mrs. Lopez” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write abbreviations of streets in addresses and states.

- TEKS 3.2.B.iii**

FORMATIVE ASSESSMENT

Observation

“A Letter for Mr. and Mrs. Lopez” Anecdotal Reading

- Record **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.vii** Demonstrate and

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Add Sounds to Make New Words	3 min.	
Phonics—Decoding		
Read Abbreviations: Streets in Addresses and States	3 min.	<input type="checkbox"/> Activity Page 17.1
Read Words with Closed and Open Syllables	3 min.	
Morphology		
Root Words and Derivational Endings: -y	6 min.	<input type="checkbox"/> Activity Page 17.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “A Letter for Mr. and Mrs. Lopez”	10 min.	<input type="checkbox"/> Activity Page 16.3
Phonics—Encoding		
Spell Abbreviations of Streets in Addresses and States	5 min.	<input type="checkbox"/> dictation journal

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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

ADVANCE PREPARATION

Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations used in addresses.

Avenue: Ave.	Street: St.	Lane: Ln.	Circle: Cir.	Place: Pl.
Boulevard: Blvd.	Road: Rd.	Drive: Dr.	Terrace: Ter.	Court: Ct.
North: N.	South: S.	East: E.	West: W.	Apartment: Apt.

- Prepare a list of postal abbreviations for all 50 states for students who need additional support.

Alabama: AL	Alaska: AK	Arizona: AZ	Arkansas: AR	California: CA
Colorado: CO	Connecticut: CT	Delaware: DE	Florida: FL	Georgia: GA
Hawaii: HI	Idaho: ID	Illinois: IL	Indiana: IN	Iowa: IA
Kansas: KS	Kentucky: KY	Louisiana: LA	Maine: ME	Maryland: MD
Massachusetts: MA	Michigan: MI	Minnesota: MN	Mississippi: MS	Missouri: MO
Montana: MT	Nebraska: NE	Nevada: NV	New Hampshire: NH	New Jersey: NJ
New Mexico: NM	New York: NY	North Carolina: NC	North Dakota: ND	Ohio: OH
Oklahoma: OK	Oregon: OR	Pennsylvania: PA	Rhode Island: RI	South Carolina: SC
South Dakota: SD	Tennessee: TN	Texas: TX	Utah: UT	Vermont: VT
Virginia: VA	Washington: WA	West Virginia: WV	Wisconsin: WI	Wyoming: WY

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:

- Have students take turns reading the entire story.
- Have one student be the leader, reading a line at a time for the partner to echo.
- Have students read chorally, keeping their voices together to read the story.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *letter*, *mailman*, *human*, *mailbox*, and *sunny*.

Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1

Warm-Up



Primary Focus: Students will orally add sounds to words to make new words.

 **TEKS 3.2.A.i**

ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

Note: This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, “Sounds can be added to the beginning, middle, or end of a word.”
- Tell them they will practice adding phonemes to words to make new words.
- Say the word *mill*.
- Ask, “How could I add the sound /k/ to the word *mill* to create a new word?” (*milk*)
- Continue with the remaining words in the list. As students offer their responses, remember that changes in spelling are acceptable, because the focus of the activity is adding sounds to make new words.

Example	Sound to Add	New Word
mill	/k/	milk
cram	/s/	scram or crams
sing	/t/	sting
rain	/b/	brain
ache	/f/	fake

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1

Phonics—Decoding



Primary Focus

Students will identify and read abbreviations of streets in addresses and states.

 **TEKS 3.2.A.iii**


 Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

READ ABBREVIATIONS: STREETS IN ADDRESSES AND STATES (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word.
- Say, “Abbreviations usually begin with a capital letter and end with a period.”
- Tell students that certain words in addresses are usually abbreviated. Display the chart you prepared or write the following examples on the board: *Rd.* for *Road*, *St.* for *Street*, *Ave.* for *Avenue*, and *Ln.* for *Lane*.
- Explain that names of countries are also usually abbreviated in addresses. Display the following examples: *U.S.* for *United States* and *U.K.* for *United Kingdom*.
- Tell students that names of states are abbreviated in addresses as well, but they do not end in a period. Display a chart or write the following examples on the board: *TX* for *Texas*, *CA* for *California*, *FL* for *Florida*, and *NY* for *New York*.
- On the board, write example addresses using abbreviations.

15243 Main St. Houston, TX 77001	200 Bluebird Rd. Orlando, FL 32804 U.S.	641 Robin Ln. London, WC1B 3DG U.K.
-------------------------------------	---	---

- Read each example address aloud, and have students read each one aloud.
- Explain that the abbreviations *US* and *UK* sometimes appear without periods, especially when they are used in text. This is often a matter of preference.

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



Support

Have students prepare a two-column table for the information provided above. Ask them to write the full names in the first column and the abbreviations in the second column. Students can use the table as a reference during the lesson.

- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Remind students that an open syllable is one that ends in a vowel and makes a long vowel sound, and a closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound.
- Write the word *volcano* on the board. Mark the syllables: *vol•ca•no*.
- Ask, “Is the first syllable open or closed? How do you know?” (*closed; It has a short vowel sound followed by a consonant.*) Read the first syllable.
- Ask, “Is the second syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*) Read the second syllable.
- Say the third syllable. Ask, “Is the third syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*) Read the third syllable. Then read the word, emphasizing each syllable. Have students read the word aloud.
- Repeat the routine with the following words: *sofa, deny, leafy, rodent, and razor*.

Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1

Morphology



Primary Focus: Students will identify words with the derivational ending –y.

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

ROOT WORDS AND DERIVATIONAL ENDINGS: –Y (6 MIN.)

- Remind students that –y is a derivational ending that changes a word from one part of speech to another; for example, a noun into an adjective.

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Sometimes additional spelling changes are needed, such as dropping the final 'e' to make *noisy* from *noise*.

- Write the noun *rain* on the board. Read the word aloud and have students read it aloud.
- Give students a sample sentence using the noun *rain*: *The rain made our shoes wet.*
- Model adding *-y* to create the adjective *rainy*. Read the word aloud and have students read it aloud. Use the word in a sentence: *We use umbrellas on rainy days.*
- Repeat with the words *wind/windy*, *cloud/cloudy*, and *mess/messy*.
- Direct students to Activity Page 17.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word is an adjective made by adding a *-y* to a noun: *bossy*." (*thumbs-up*)

Challenge

Instead of providing students with example sentences using the root words and adjectives made by adding *-y*, have student pairs come up with examples.

Activity Page 17.2



ENGLISH
LANGUAGE
LEARNERS

Language

Learning How English Works

Beginning

Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency.

Intermediate

Have students work with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Students can work on the activity independently.

ELPS 1.F

Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 2

Reading



Primary Focus: Students will reread “A Letter for Mr. and Mrs. Lopez” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

REREREAD “A LETTER FOR MR. AND MRS. LOPEZ” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “A Letter for Mr. and Mrs. Lopez” with a partner.
- Take time to answer any questions that students may have about “A Letter for Mr. and Mrs. Lopez.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words that are abbreviations, such as *Mr.*;

Activity Page 16.3



Support

Have students first look for single-syllable words that end in long vowel sounds before they try to identify multisyllabic words with open syllables.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- circle three words with the derivational ending *-y*, such as *goofy*; and
- highlight three multisyllabic words with at least one open syllable, such as *Lopez*.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Interacting in Meaningful Ways

Beginning

Have students repeat and write the vocabulary words from the passage.

Intermediate

Have students use the vocabulary words to create sentences orally.

Advanced/ Advanced High

Have students create and write sentences using the vocabulary words.

ELPS 3.J; ELPS 4.C



Check for Understanding

Circulate as partner pairs are working to review and monitor their annotations.



Observation: “A Letter for Mr. and Mrs. Lopez” Anecdotal Reading Record

As you listen to each student read “A Letter for Mr. and Mrs. Lopez,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write abbreviations of streets in addresses and states. **TEKS 3.2.B.iii**

SPELL ABBREVIATIONS OF STREETS IN ADDRESSES AND STATES (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling abbreviations of streets in addresses and states. First they will write the full word, and then they will write the abbreviation.
- Give the example *Street*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.

TEKS 3.2.B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- Write *Street* and the abbreviation *St.* on the board.
- Say the word *Road*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- | | | |
|------------------------|-------------------------|-------------------|
| 1. Road: Rd. | 4. Florida: FL | 7. New York: NY |
| 2. Texas: TX | 5. United Kingdom: U.K. | 8. California: CA |
| 3. United States: U.S. | 6. Avenue: Ave. | 9. Lane: Ln. |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence with the complete state or street name. Then they will write its abbreviation at the end of the sentence. Model for students by writing on the board: *I lived on Main Street. (St.)*
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. Bob wants to go to Dallas, Texas. (TX) |
| 2. The address of the school is 126 Spring Road. (Rd.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 17: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “A Letter for Mr. and Mrs. Lopez” on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *know* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *nnnoe*. Write the letters to spell *know* on the board.
- Point to the word *know* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /n/ sound is spelled with ‘kn’ and the /oe/ sound is spelled with ‘ow.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /n/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /n/ /oe/, *know*. Say, “*Know!* It’s a word we use all the time.”
- Repeat with the words *call*, *been*, *meant*, *told*, *always*, and *sometimes*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

18

REVIEW

Abbreviations: Days of the Week and Months of the Year

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally review words with consonant blends. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read abbreviations of days of the week and months of the year. **TEKS 3.2.A.iii**
- Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

Morphology

- Students will read words with the ending *-er* and identify their part of speech. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

- Students will read “Scientists” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

- Students will spell and write abbreviations for the days of the week and months of the year. **TEKS 3.2.B.iii**

FORMATIVE ASSESSMENT

- Activity Page 18.2 **Creating Nouns and Adjectives with the Ending *-er***
TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.vii** Demonstrate and

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Consonant Blends	3 min.	
Phonics—Decoding		
Read Abbreviations: Days of the Week and Months of the Year	3 min.	<input type="checkbox"/> Activity Page 18.1
Read Words with Closed and Open Syllables	3 min.	
Morphology		
Root Words and Derivational Endings: <i>-er</i>	6 min.	<input type="checkbox"/> Activity Page 18.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Scientists”	10 min.	<input type="checkbox"/> Activity Pages 18.3, 18.4
Phonics—Encoding		
Spell Abbreviations of Days of the Week and Months of the Year	5 min.	<input type="checkbox"/> dictation journal

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

ADVANCE PREPARATION

Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations for days of the week and months of the year for today and later reference. You may also choose to write these on the board.

Monday: Mon.	Tuesday: Tues.	Wednesday: Wed.	Thursday: Thurs.
Friday: Fri.	Saturday: Sat.	Sunday: Sun.	January: Jan.
February: Feb.	March: Mar.	April: Apr.	May: May
June: Jun.	July: Jul.	August: Aug.	September: Sept.
October: Oct.	November: Nov.	December: Dec.	

Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *scientist*, *detective*, *schedule*, and *artifact*.
- Before the Warm-Up, provide English Language Learners with a list of common consonant clusters, such as *bl-*, *cl-*, *fl-*, *sl-*, *br-*, *st-*, *spr-*, *str-*, *-nt*, *-ft*, *-nk*, and *-ng*.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

Warm-Up



Primary Focus: Students will orally review words with consonant blends. **TEKS 3.2.A.i**

REVIEW CONSONANT BLENDS (3 MIN.)

- Explain that today students will chain words with consonant blends. Remind students that a consonant blend is made of two or three consonants in a row in a word.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say the word *ring*, and have students repeat it.
- Ask students what sound you would need to add to create the word *bring*. (/b/)
- Say the word *bring*, and have students repeat it.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

bring > bling > cling > fling > sling > slink > stink > sting > spring > string > thing > think

Support

As you complete the chain, remind students that consonant blends are made up of two or three letters, but since they stand for one sound, they will count as one change when chaining (for example, 'bl', 'dr', 'str').



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Provide students with a list of common consonant blends. Encourage them to listen for and note the consonant blends they hear in each word.

ELPS 2.B; ELPS 2.E

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

Phonics—Decoding



Primary Focus

Students will identify and read abbreviations of days of the week and months of the year. **TEKS 3.2.A.iii**

Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ ABBREVIATIONS: DAYS OF THE WEEK AND MONTHS OF THE YEAR (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that the months of the year that have four letters or more and the days of the week are often abbreviated when writing dates. Display a chart or write the full words and their abbreviations on the board.
- Read each abbreviation aloud. Have students read the abbreviation and say the full word for the day of the week or the month of the year.
- Direct students to Activity Page 18.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 18.1



Check for Understanding

Thumbs-Up/Thumbs-Down: Write the abbreviation *Thurs.* on the board. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that *Thurs.* is the correct abbreviation for *Tuesday*. (*thumbs-down*)

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Remind students what they've learned about closed and open syllables.
- Say, "We've learned that an open syllable is one that ends in a vowel and has a long vowel sound. A closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound."
- Write the word *music* on the board. Mark the syllables like this: *mu•sic*.
- Ask, "Is the first syllable open or closed? How do you know?" (*open; It ends with a vowel and makes a long vowel sound.*)
- Read the first syllable.

- Ask, “Is the second syllable open or closed? How do you know?” (*closed; It is “closed up” by a consonant sound.*)
- Read the second syllable. Then read the word, emphasizing each syllable. Have students read it aloud.
- Say, “Remember, closed syllables usually have the short vowel sound. Most open syllables make the long vowel sound. But when we read multisyllabic words, we may need to adjust the vowel sound to the schwa sound based on which syllable is unstressed. Let’s try to read some of these words together.”
- Repeat the routine with the following words: *April, computer, dinosaur, July, October, open, and splendid.*

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

Morphology



Primary Focus: Students will read words with the ending *-er* and identify their part of speech. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND DERIVATIONAL ENDINGS: *-ER* (6 MIN.)

- Remind students that they have already learned about adding *-er* to the end of a root word to make a comparative adjective, such as *shorter* and *happier*. In that case, *-er* is an inflectional ending that changes the meaning but not the part of speech of the root word (for example, *short* > *shorter*).
- Tell students that today they will be using *-er* as a derivational suffix. That is a suffix that changes the part of speech of the root word. In this case, adding *-er* turns a verb into a noun that means “a person who does something.”
- Write the verb *teach* on the board. Read the word aloud and then have students read it aloud.
- Model adding the ending *-er* to make the word *teacher*. Read the word aloud and have students read it aloud. Have a volunteer define the word. (*a person who teaches*)

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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Activity Page 18.2



Challenge

Tell students that the suffix *-or* also turns a verb into a noun that means “a person who does something.” Have small groups work together to come up with a short oral list of examples and their roots (e.g., *visit* > *visitor*, *govern* > *governor*, and *inspect* > *inspector*).

- Repeat with the words *work/worker*, *bake/baker*, and *win/winner*.
- Explain that the suffix *-ist* is like the suffix *-er*. Adding it to a root word also creates a word that means “a person who does something.” However, the suffix *-ist* is usually used with root words that are nouns.
- Write the word *artist* on the board. Read the word aloud and have students read it aloud.
- Say, “An artist is a person who makes art.”
- Direct students to Activity Page 18.2 and review the instructions. Model the activity by completing the first question in each section on the board as a class.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 2

Reading



Primary Focus: Students will read “Scientists” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

READ “SCIENTISTS” (10 MIN.)

Note: “Scientists” is a nonfiction text that includes a schedule formatted as a table and some domain-specific terminology, including *hypothesis*.

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, domain-specific language, and text features for students. You may want to include the following:
 - words: *observing, limitless, conduct, progress, record*
 - phrases: “critical thinkers”
 - domain-specific language and text features: *hypothesis, ounces (oz.), pounds (lb.), artifacts*
 - text features: daily schedule on the table
- Have students follow along as you read “Scientists.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *detectives* and *discoveries*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.”
- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don’t complete it, instruct them to work on it at home.

Activity Pages
18.3, 18.4



Support

Before reading “Scientists,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

As students answer the comprehension questions, remind them to scan the passage to look for details as needed.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (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 3.5** Self-select text and read independently for a sustained period of time.



Reading

Reading Closely

Beginning

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

Intermediate

Have a small group read the first paragraph together, taking turns. Encourage students to work together to annotate the text.

**Advanced/
Advanced High**

Have students read independently and then work with a partner to annotate the text.

ELPS 4.1

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Question-Pair-Share: Have partners ask each other questions to summarize the content of the passage. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their question and their partner's answer with the group.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write abbreviations for the days of the week and months of the year. **TEKS 3.2.B.iii**

SPELL ABBREVIATIONS OF DAYS OF THE WEEK AND MONTHS OF THE YEAR (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling days of the week and months of the year. First they will write the full word, and then they will write the abbreviation.
- Give the example *Friday*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.
- Write *Friday* and the abbreviation *Fri.* on the board.
- Say the word *March*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

TEKS 3.2.B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- | | | |
|---------------------|---------------------|-------------------|
| 1. March: Mar. | 4. Wednesday: Wed. | 7. Monday: Mon. |
| 2. Thursday: Thurs. | 5. September: Sept. | 8. February: Feb. |
| 3. Sunday: Sun. | 6. April: Apr. | 9. December: Dec. |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence. Then they will write an abbreviation for the day or month in each sentence. Model for students by writing on the board: *The test is on Friday. (Fri.)*
- As you read each sentence aloud, pause to provide students enough time to write.

- | |
|---|
| 1. The party will be on November 19. (Nov.) |
| 2. I have dance class on Tuesday. (Tues.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 18: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students back to Activity Page 18.3. Have them reread “Scientists.”
- Review the writing prompt on **Activity Page TR 18.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *use*, *answer*, *example*, *come*, *group*, *does*, and *idea*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *come* and say, “This word is tricky because the ‘o’ is pronounced /ə/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ə/ for this letter. We say /m/ for this letter, and we do not say anything for this letter.” Point to the letters as you blend the sounds: /k/ /ə/ /m/, *come*. Say, “*Come!* It’s a word we use all the time, like when we say ‘Please come up with an idea.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *come*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

19

REVIEW

Abbreviations: Measurements

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review words with consonant blends. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read abbreviations for measurements. **TEKS 3.2.A.iii**
- Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

Morphology

Students will read and use words with the ending *-less*.

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

Reading

Students will reread “Scientists” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write abbreviations for units of measure. **TEKS 3.2.B.iii**

FORMATIVE ASSESSMENT

Observation

“Scientists” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding compound words, contractions, and abbreviations; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.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.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Consonant Blends	3 min.	
Phonics—Decoding		
Read Abbreviations: Measurements	3 min.	<input type="checkbox"/> Activity Page 19.1
Read Words with Closed and Open Syllables	3 min.	
Morphology		
Root Words and Derivational Endings: <i>-less</i>	6 min.	<input type="checkbox"/> Activity Page 19.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “Scientists”	10 min.	<input type="checkbox"/> Activity Page 18.3
Phonics—Encoding		
Spell Abbreviations of Measurements	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations for measurements. You may also choose to write on the board during the lesson.

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire text.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *scientist*, *detective*, *schedule*, and *artifact*.

Lesson 19: Review: Abbreviations: Measurements, Part 1

Warm-Up



Primary Focus: Students will review words with consonant blends. **TEKS 3.2.A.i**

REVIEW CONSONANT BLENDS (3 MIN.)

- Tell students that they will chain words with consonant blends. Remind students that a consonant blend is made of two or three consonants in a row in a word.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say the word *drink*, and have students repeat it.
- Ask students what change you would need to make to change the word to *brink*. (*change the /d/ to /b/*)
- Say the word *brink*, and have students repeat it.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

brink > blink > clink > link > pink > rink > mink > milk > mill > mile > tile > trial

Check for Understanding



Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that you can turn the word *slat* into the word *splat* by changing one sound.” (*thumbs-up*)

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 19: Review: Abbreviations: Measurements, Part 1

Phonics—Decoding



Primary Focus

- ✚ Students will identify and read abbreviations for measurements. **TEKS 3.2.A.iii**
- ✚ Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

READ ABBREVIATIONS: MEASUREMENTS (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that units of measure are often abbreviated when writing measurements. Display a chart or write the full words and their abbreviations on the board:

Full Word	Abbreviation
foot	ft.
inch	in.
second	sec.
minute	min.
hour	hr.
ounce	oz.
pound	lb.

- Read each unit of measure and abbreviation aloud. Have students repeat both.
- Clarify that these abbreviations are used for both the singular and the plural of each word. Write the example “The pool was 4 ft. deep.” on the board. Read the sentence aloud and underline the abbreviation. Point out that *ft.* stands for *feet*, the plural of *foot*.

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

- Direct students to Activity Page 19.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 19.1



READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Say, “We’ve learned that an open syllable is one that ends in a vowel and has a long vowel sound. A closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound.”
- Write the word *item* on the board. Mark the syllables: *i•tem*.
- Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a long vowel.*) Read the first syllable.
- Ask, “Is the second syllable open or closed? How do you know?” (*closed; It has a consonant after a short vowel.*) Read the second syllable, making sure to change the short vowel sound to the schwa sound. Then read the word, emphasizing each syllable. Have students read it aloud.
- Repeat the routine with the following words: *moment, fifty, stopwatch, tiny, and volcano*.

Support

If students are unfamiliar with the terms for units of measure, explain that *foot* and *inch* are units of distance, *minute* and *hour* are units of time, and *ounce* and *pound* are units of weight.

Lesson 19: Review: Abbreviations: Measurements, Part 1

Morphology



Primary Focus: Students will read and use words with the ending *-less*.

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

ROOT WORDS AND DERIVATIONAL ENDINGS: *-LESS* (6 MIN.)

- Write the suffix *-less* on the board.
- Tell students that today they will be using another derivational suffix: *-less*.
- Say, “Adding *-less* turns a noun into an adjective that means ‘without something.’”

Support

If students complete the activity page in class, have them work in pairs or small groups. Circulate to provide additional support as needed.

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 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Challenge

Have students extend the paragraph on the activity page by writing two more sentences that include words with the suffix *-less*.

Activity Page 19.2



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency.

Intermediate

Have students work with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Students can work with partners on the activity.

ELPS 1.F

- Write the noun *time* on the board. Read the word aloud and have students read it aloud.
- Model adding the ending *-less* to make the word *timeless*. Read the word aloud and have students read it aloud. Have a volunteer define the word. (*without a specific time*)
- Repeat with the words *help/helpless*, *limit/limitless*, *price/priceless*, *speech/speechless*, *self/selfless*, and *pain/painless*.
- Direct students to Activity Page 19.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 19: Review: Abbreviations: Measurements, Part 2

Reading



Primary Focus: Students will reread “Scientists” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “SCIENTISTS” (10 MIN.)

Note: Students will read today’s passage with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Scientists” with a partner.
- Take time to answer any questions that students may have about “Scientists.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words that are abbreviations, such as *Mon.*;
 - circle three words with the suffix *-less*, such as *limitless*; and
 - highlight three multisyllabic words that have a mix of open and closed syllables, such as *scientists*.

Activity Page 18.3



TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Challenge

As students underline words that are abbreviations, have them write out the full term in the margin.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Before students read the passage, show the images you prepared in advance. Have students repeat the word after you as you show each image.

Intermediate

Guide students to review the images you prepared in advance as needed to read any unfamiliar words.

Advanced/ Advanced High

Remind students to look for the new sound/spellings they have learned in this unit to help them read any unfamiliar words.

ELPS 1.D; ELPS 4.A

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Turn and Talk: Have students choose one word with the suffix *-less* that they circled and have pairs share their ideas of how the word choice in the passage helps build their understanding of the content. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



Observation: "Scientists" Anecdotal Reading Record

As you listen to each student read "Scientists," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 19: Review: Abbreviations: Measurements, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write abbreviations for units of measure.

TEKS 3.2.B.iii

SPELL ABBREVIATIONS OF MEASUREMENTS (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling units of measure and their abbreviations. First they will write the full word, and then they will write the abbreviation.
- Give the example *ounce*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.

TEKS 3.2.B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- Write *ounce* and the abbreviation *oz.* on the board.
- Say the word *foot*. Repeat it. Tell students to write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- | | |
|----------------|--------------|
| 1. foot/ft. | 4. hour/hr. |
| 2. minute/min. | 5. pound/lb. |
| 3. second/sec. | 6. inch/in. |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence. Then they will write an abbreviation for the unit of measure in each sentence. Model for students by writing on the board: *The cup holds 12 ounces of water. (oz.)*
- As you read each sentence aloud, pause to provide students enough time to write.

- | |
|---|
| 1. We bought one pound of butter. (lb.) |
| 2. The beetle measured two inches long. (in.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 19: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity. As needed, pair students with a proficient reader who acts as a mentor. Circulate to provide additional support.
- When students are done, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “Scientists” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *come* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kəəmmm*. Write the letters to spell *come* on the board.
- Point to the word *come* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled ‘o.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ə/ for this letter. We say /m/ for this letter, and we do not say this letter.” Point to the letters as you blend the sounds: /k/ /ə/ /m/, *come*. Say, “Come! It’s a word we use all the time.”
- Repeat with the words *use*, *answer*, *example*, *group*, *does*, and *idea*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review the sound-spellings from this unit. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will replace words with abbreviations. **TEKS 3.2.A.iii**
- Students will identify and read closed and open syllables in words with different sound-spelling patterns. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will review adding inflectional and derivational endings to words.

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

Reading

Students will read and annotate “Blanket Detective” independently and will answer questions about key details in the text.

- TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will complete the dictation posttest for Unit 1.

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Activity Page 20.5 Unit 1 Dictation Posttest

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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.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 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Sound Review	3 min.	
Phonics—Decoding		
Review Abbreviations	3 min.	☐ Activity Page 20.1
Read Words with Closed and Open Syllables	3 min.	
Morphology		
Review Root Words and Suffixes	6 min.	☐ Activity Page 20.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Blanket Detective” Independently	10 min.	☐ Activity Pages 20.3, 20.4
Phonics—Encoding		
Unit 1 Dictation Posttest	5 min.	☐ Activity Page 20.5

ADVANCE PREPARATION

Warm-Up

- Prepare word cards for the phonics charades games. Make sure to include words that use the sound-spellings taught in this unit and are easy for students to act out. You may choose to use the examples from the lesson or create your own.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *detective*, *foggy*, *blanket*, *attic*, and *laundromat*.

Lesson 20: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review the sound-spellings from this unit. **TEKS 3.2.A.i**

SOUND REVIEW (3 MIN.)

- Tell students that today they will be playing phonics charades to review the sound-spellings they have learned in this unit.
- Review the rules of charades. Explain that volunteers will take turns acting out a word while the rest of the class guesses what it is.
- Gather the cards you prepared before the lesson. Preview one and write the target sound-spelling on the board.
- Point to the sound-spelling. Say, “The word you are trying to guess has this sound-spelling.”
- Show the card to a volunteer to act out, and have the other students guess the word.
- Repeat with the other cards.

1. /sh/ as ‘sh’ shop	4. /d/ as ‘dd’ add	7. /ng/ as ‘ng’ sing
2. /r/ as ‘wr’ write	5. consonant blend ‘shr’ shrink	8. /f/ as ‘ph’ phone
3. /ch/ as ‘ch’ chicken	6. /w/ as ‘wh’ whisper	9. /qu/ as ‘qu’ queen

Lesson 20: Review: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

Primary Focus: Students will replace words with abbreviations. **TEKS 3.2.A.iii**

Students will identify and read closed and open syllables in words with different

Primary Focus: sound-spelling patterns. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

REVIEW ABBREVIATIONS (3 MIN.)

- Direct students to Activity Page 20.1 and review the instructions.
- Read aloud the party invitation, and have volunteers identify the words that should be replaced with abbreviations.
- Write the abbreviations on the board as students record them on the activity page.

1. Sat.	3. St.	5. min.
2. Sept.	4. TX	6. Mrs.

- If students do not finish the activity page in class, have them complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Tell students that they will be reviewing words with open and closed syllables.
- Write the following list of words on the board. Read each word aloud and then have students read it aloud.
- Say, "Remember that we may need to adjust the vowel sound to the schwa sound when we read unstressed syllables in multisyllabic words." (e.g., photograph)

1. quiet	3. photograph	5. doubtful	7. messy
2. knapsack	4. ghostly	6. watchful	8. shredding

- Give students a sound-spelling and syllable requirement, and have them choose the correct option from the list.
- Ask, "Which of these words has an open first syllable that has the sound /f/ with the spelling 'ph'?" (*photograph*)
- Repeat with the rest of the words.

Activity Page 20.1



Challenge

Give students a sound-spelling and syllable requirement, and have them come up with an example word.



Foundational Skills

Foundational Literacy Skills

Review, or reteach, any sound-spellings from the unit, such as digraph /qu/ > 'qu' or silent letter combination 'kn,' as needed.

ELPS 1.F, ELPS 2.B

Support

Remind students that the suffix *-er* has two meanings. It can be used to form a comparative adjective, or it can be used to turn a verb into a noun meaning "a person who does something."

Activity Page 20.2



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a closed first syllable that uses the consonant cluster *spl-*: *splashy*." (*thumbs-up*)

Lesson 20: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review adding inflectional and derivational endings to words. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

REVIEW ROOT WORDS AND SUFFIXES (6 MIN.)

- Assigns groups for each of the following suffixes: *-er*, *-est*, *-y*, and *-less*.
- Write the following root words on the board:

1. cloud	3. teach	5. clean	7. mess
2. near	4. frost	6. fear	8. run

- Read the first word aloud, and then have students read it aloud.
- Ask the student groups to raise their hands if their suffix can be added to the root word to form a new word. Have volunteers say the new word or words. (*cloudy*, *cloudless*)
- Have the whole class identify the part of speech for each new word. (*adjective*)
- Direct students to Activity Page 20.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

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 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Lesson 20: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Blanket Detective” independently and will answer questions about key details in the text.

TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5

READ “BLANKET DETECTIVE” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Blanket Detective” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *priceless, lengthy, laundromat, speechless, selfless*
 - phrases: “tone was shaky,” “endless thanks”
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *weighs* and *responded*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words that are abbreviations, such as *Mr.*;
 - circle three words with the suffix *-er* or *-less*, such as *listener*;
 - put a box around three words with the derivational suffix *-y*, such as *windy*; and
 - highlight three multisyllabic words with only closed syllables, such as *blanket*.

Activity Pages
20.3, 20.4



Support

Before reading “Blanket Detective,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words that are abbreviations. On the next read, have them circle the words with the suffixes *-er* or *-less*, and so on.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (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 3.5** Self-select text and read independently for a sustained period of time.



Reading

Reading Closely

Beginning

Have students write short phrases or draw their answers to the comprehension questions.

Intermediate

Encourage students to reread the passage as needed when answering the comprehension questions.

**Advanced/
Advanced High**

Encourage students to use new vocabulary and details from the passage when answering the comprehension questions.

ELPS 4.G

Activity Page 20.5



- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 independently. If they don't complete it in class, have them work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 20: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will complete the dictation posttest for Unit 1.

TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii

UNIT 1 DICTATION POSTTEST (5 MIN.)

- Direct students to Activity Page 20.5. Review the instructions together.
- Tell students that they will be spelling words with different sound-spellings that they learned about in Unit 1.
- Say the word *blast*. Repeat it. Have students write it on Activity Page 20.5.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|-------------|
| 1. blast | 4. shipping | 7. trophies |
| 2. clipped | 5. crumbs | 8. selfless |
| 3. wrenches | 6. quicker | 9. funny |

- Then tell students you will say two sentences aloud for them to spell on the activity page.

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 compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (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.

- Say the following sentences aloud, pausing to provide students time to write.

1. Mr. Smith uses a stopwatch.
2. My stomach aches.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 20: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students back to Activity Page 20.3.
- Have them reread “Blanket Detective.”
- Review the writing prompt on **Activity Page TR 20.1**. Answer any questions students have, and then ask students to respond to the prompt.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.

- Then, pair up students and have one person share the response they wrote about “Blanket Detective” on **Activity Page TR 20.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 16 and 18 (*call, been, meant, told, always, know, sometimes, use, answer, example, come, group, does, idea*). Write the following new words on index cards: *please, anywhere, describe, don't, and probably*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *please* and say, “This word is tricky because the ‘ea’ is pronounced /ee/ and the ‘s’ is pronounced /z/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we blend and say /p/ /l/ for these letters. We say /ee/ for these letters. We say /z/ for this letter, and we do not say anything for this letter.” Point to the letters as you blend

the sounds: /p/ /l/ /ee/ /z/, *please*. Say, “*Please!* It’s a word we use all the time, like when we say ‘Can you please help me?’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *please*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /z/ sound spelled ‘s.’” Write *easy* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 16 and 18. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the year.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

Teacher Resources

Grade 3	Skills 1
---------	----------

Teacher Guide

Teacher Resources

Sample Anecdotal Reading Record	275
Anecdotal Reading Record—Unit 1	276
Sample Discussion Questions Observation Record	277
Discussion Questions Observation Record—Unit 1	278
Additional Support Activity Pages	279
Activity Book Answer Key	302
Additional Support Activity Page Answer Key	325
Texas Essential Knowledge and Skills Correlation Chart	331
English Language Proficiency Standards Correlation Chart	337

SAMPLE ANECDOTAL READING RECORD

Below is an example of a completed Anecdotal Reading Record. A blank Anecdotal Reading Record is found on the next page. You will need to make a copy of the blank Anecdotal Reading Record for each student. As you listen to each student read, make notes about his or her reading ability in his or her respective Reading Record.

Name: T. Ellis

Lesson 2: (Pat's Bike)

T. said "sank" for "snack." T. said "sank" for "snack" again further down the page but paused to correct himself.

Lesson 4: (Jazz Music)

T. said an extra /z/ at the end of "jazz" in the first few instances of the word. By paragraph 3, he paused on the word and recognized that it sounded incorrect to his ears. He correctly blended the double 'zz' as a single /z/ sound.

Lesson 7: (Knoll the Knight)

T. struggled with the 'kn' spelling in most cases. He read words with -ed as making the /ed/ sound in every case, including incorrectly in "grabbed."

Recommendation: Reteach the 'kn' spelling of the /n/ sound.

Lesson 9: (Lake Day)

T. dropped the 'ed' in "snagged" and "planned." He read "cash" for "catch." He self-corrected when he misread the 'ed' in "escaped."

Recommendation: Encourage T. to systematically finger track all text from left to right and take his time reading.

Lesson 12: (Topher Sings)

T. said "Toper" for "Topher." He transposed words in the second sentence. He omitted a few words, including "so" in the next-to-last paragraph. He seemed to be racing through the text. He did not acknowledge the exclamation point after "doctor."

Recommendation: Encourage T. to take his time reading. Additional practice reading sentences with varied punctuation may be helpful.

ANECDOTAL READING RECORD—UNIT 1

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in is found on the next page. Throughout the unit, as you ask students comprehension questions after reading, record each student's response using the legend below. Be sure to note whether or not the student answered in a complete sentence and whether or not he/she answered the question correctly. Also denote what type of question (literal, inferential, evaluative) the student was answering. At the end of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of questions that may be problematic for certain students.

Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

CS ✗ - Did not answer in a complete sentence

L ✓ - Answered a literal question correctly

L ✗ - Answered a literal question incorrectly

I ✓ - Answered an inferential question correctly

I ✗ - Answered an inferential question incorrectly

E ✓ - Answered an evaluative question correctly

E ✗ - Answered an evaluative question incorrectly

Student	Lesson: 1	Lesson: 6	Lesson: 11	Lesson: 16	Subtotal
B. Allen	CS ✓ L ✓			CS ✓ E ✗	CS 2/2 1/2
S. Bishop	CS ✓ L ✓		CS ✓ L ✓		CS 2/2 2/2
L. Bronson		CS ✓ L ✓		CS ✗ I ✗	CS 1/2 1/2
J. Chen			CS ✓ I ✗	CS ✓ L ✓	CS 2/2 1/2
T. Ellis	CS ✓ L ✗	CS ✓ L ✓			CS 2/2 1/2
B. Finn		CS ✗ L ✗		CS ✓ I ✗	CS 1/2 0/2
J. Joyce	CS ✓ L ✓			CS ✓ E ✗	CS 2/2 1/2
R. Little	CS ✓ L ✓			CS ✗ E ✓	CS 1/2 2/2
K. Miller	CS ✓ I ✗	CS ✓ L ✓			CS 2/2 1/2
M. Moore		CS ✗ I ✗	CS ✓ L ✓		CS 1/2 1/2
P. Nuñez	CS ✓ L ✓			CS ✓ E ✓	CS 2/2 2/2
G. O'Neill		CS ✓ I ✗	CS ✗ L ✓		CS 1/2 1/2
K. Powell			CS ✓ I ✗	CS ✓ L ✓	CS 2/2 1/2
T. Smith		CS ✗ I ✗	CS ✓ L ✓		CS 1/2 1/2
W. Stein	CS ✗ L ✓			CS ✓ E ✗	CS 1/2 2/2

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 1

- | | |
|---|---|
| <p>CS✓ - Answered in a complete sentence</p> <p>L✓ - Answered a literal question correctly</p> <p>I✓ - Answered an inferential question correctly</p> <p>E✓ - Answered an evaluative question correctly</p> | <p>CS✗ - Did not answer in a complete sentence</p> <p>L✗ - Answered a literal question incorrectly</p> <p>I✗ - Answered an inferential question incorrectly</p> <p>E✗ - Answered an evaluative question incorrectly</p> |
|---|---|

Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal

Additional Support Activity Pages

Grade 3	Skills 1
---------	----------

Teacher Guide

NAME: _____

DATE: _____

TR 2.1

Word Sort

Read each of the words in the box. Then sort them by consonant blend.

spruce	flat	sprig	bent
flip	stamp	flag	step
spree	stand	lent	sent

<i>fl-</i>	<i>spr-</i>	<i>st-</i>	<i>-nt</i>

NAME: _____

DATE: _____

TR 4.1

Root Words and Inflectional Endings: *-ed*, *-ing*

Word Bank

smell	drum	chop	mop
jet	spritz	grin	listen

Part I

Read each word in the word bank. Add the *-ed* ending to each word in the word bank. Read the new words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

Part II

Add the *-ing* ending to each word in the word bank. Read the new words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

TR 7.1

Silent Letters: b

Read each sentence. Then, circle the silent b's in the sentences.

1. The climbers doubted their ropes would hold.
2. Bees store their honey in a honeycomb.
3. The crumbs were from the banana bread.
4. He broke out into a subtle smile.
5. The tomb was covered in cobwebs.
6. The plumber worked to pay off her debts.
7. Our limbs went numb with fear.
8. The subject of this reading is lambs.

NAME: _____

DATE: _____

TR 9.1

Digraphs: 'sh,' 'qu'

List as many words with /sh/ > 'sh' as you can in the allotted time.

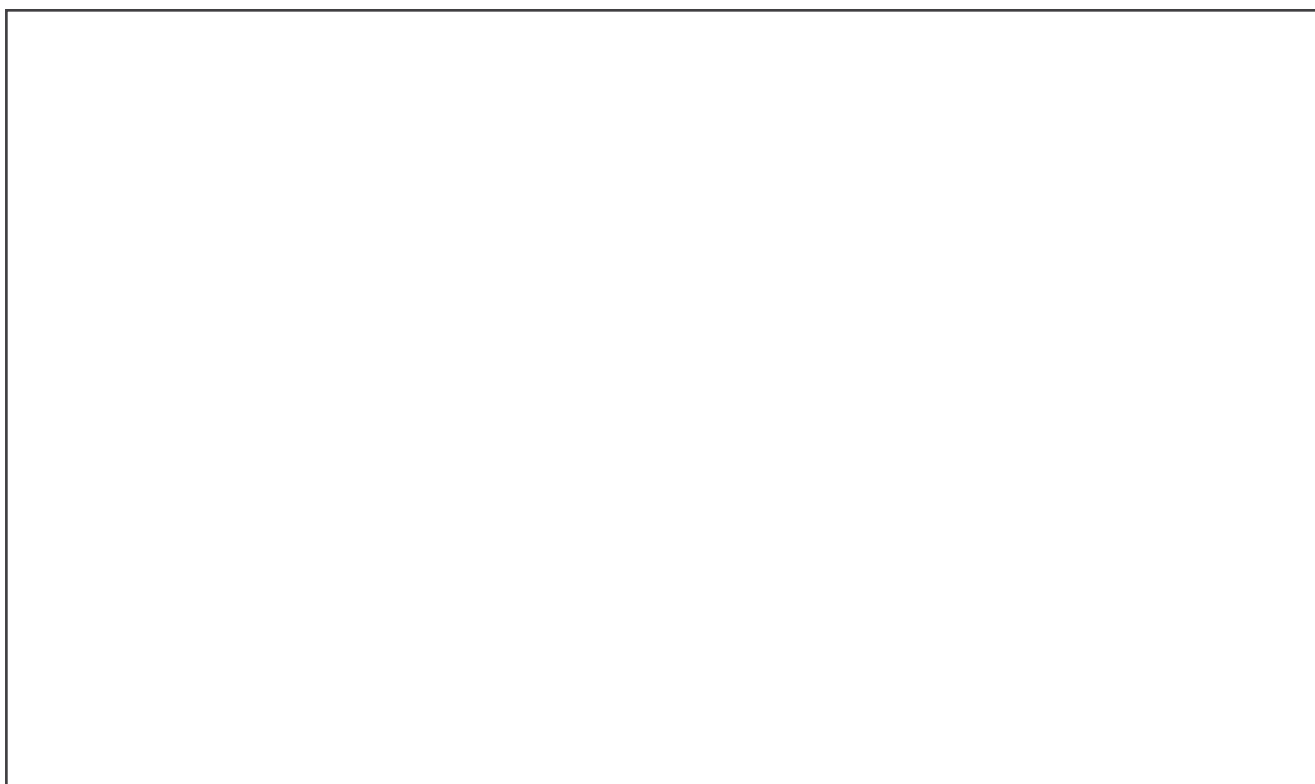
List as many words with /qu/ > 'qu' as you can in the allotted time.

NAME: _____

DATE: _____

TR 10.1

Reread "Fall Colors" focusing on the final paragraph of the text. Then answer the question, explaining why the color you have chosen is your favorite fall color. Draw a picture using your favorite fall color.



NAME: _____

DATE: _____

TR 12.1

Digraphs 'ph' and 'gh' > /f/

Words with 'ph'

Words with 'gh'

NAME: _____

DATE: _____

TR 14.1

Sort Words with Consonant Blends

Read each word in the word bank. Sort the words from the word bank into the correct column of the chart. Read each column of the sorted words.

Word Bank

stripe	straight	shroud	stripped
through	shriek	split	thrifty
shrinks	shrill	throat	splashed
thrown	splice	splatter	structure

'thr'	'shr'	'str'	'spl'

NAME: _____

DATE: _____

TR 17.1

Abbreviations in Addresses

Word Bank

Ln.	TX	U.S.	St.	CA
Ave.	Rd.	FL	U.K.	NY

Use the word bank to complete each address by adding the abbreviation for the word in parentheses.

- 400 Lincoln _____
Bismark, ND 58507 (Road)
- 8829 Cardinal Ln.
Jacksonville, _____ 32201 (Florida)
- 998 Great Lakes Rd.
Lansing, MI 48864
_____ (United States)
- 521 Second _____
Atlanta, GA 30306 (Street)
- 42 Green Ave.
Fresno, _____ 93701 (California)
- 1255 Sunny _____
Boston, MA 02115 (Lane)
- 400 Foster St.
Austin, _____ 78701 (Texas)

NAME: _____

DATE: _____

TR 17.1
CONTINUED

8. 1200 Danbury Ln.
London, W8 6AG
_____ (United Kingdom)
9. 900 S. Finch _____
Chicago, IL 60608 (Avenue)
10. 8 W. Winter St.
Albany, _____ 12084 (New York)

NAME: _____

DATE: _____

TR 19.1

Using Abbreviations for Measurements

Complete the paragraph by writing the correct abbreviation for each unit of measurement.

Kendra liked helping her grandmother bake. They made gingersnap cookies. Kendra gathered the ingredients. She began with one _____ of butter. (pound) Next, she needed the dry ingredients. They were in the back of the cabinet. She used a step stool to reach. Kendra was just under 4 _____ tall. (feet) Last, she grabbed a glass measuring cup. She carefully poured 8 _____ of molasses into it. (ounces) Finally, Kendra and her grandmother mixed the ingredients together. They rolled the sticky dough into 1-_____ balls. (inch) They baked the cookies for 12 _____. (minutes)

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 ACTIVITY PAGE

Compound Words

Read each of the compound words below. Then draw a slash to separate each compound word into two words. Write each new word on the lines below. Read the new words.

1. cupcake cup/cake

cup _____
cake _____

2. pigpen pig/pen

pig _____
pen _____

3. footprint foot/print

foot _____
print _____

4. doorbell door/bell

door _____
bell _____

5. starfish star/fish

star _____
fish _____

6. sunlight sun/light

sun _____
light _____

7. popcorn pop/corn

pop _____
corn _____

8. snowball snow/ball

snow _____
ball _____

NAME: _____
DATE: _____

1.2 ACTIVITY PAGE

Verbs with -s and -es

Read each word and sentence. Add the suffix -s or -es to the verb to complete the sentence. Change the word's spelling as needed. Read the new sentence.

Example: watch. Joanna watches.

1. eat

She eats oatmeal every day.

2. mix

Jon mixes green and then yellow paint to make blue.

3. draw

Emma draws a rainbow in art class.

4. reach

Allison reaches for the top shelf.

5. flap; take

The bird flaps its wings once and takes off.

6. jump

Becky jumps higher than her brothers.

7. wish

Luke wishes for a bike.

8. fish

He fishes for trout every year with his grandpa.

9. smile

The baby smiles at his mother.

10. catch; throw

The baseball player catches the ball and throws it to the pitcher.

NAME: _____
DATE: _____

1.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with consonant blends.
- Circle words with the endings *-s* and *-es*.
- Highlight one-syllable words with closed syllables.

Pat's Bike

Pat loves to ride her bike. It is one of her favorite hobbies. She likes to feel the wind on her skin as she zips past backyards, ballparks, and bookstores. Her bike is her most loved item. It is red with a cute bell and a big basket.

One afternoon, Pat decides to take a sunset ride to the lake with her classmate Felix. She grabs her backpack and packs a mat and cupcakes to snack on. They strap on their helmets, hop on their bikes, and begin to pedal.

Not long into the ride, Pat's bike begins to shake. She hits the brakes to stop and scans the bike. "Oh, no! The tire is flat, and the rim is bent," says Pat.

Pat twists, pulls, and pushes on the bike. She cannot fix it. Sad and upset, Pat sits by a sandbox and wishes she knew how to fix the bike herself.

Felix asks Pat if she needs help. "Yes, my bike is in bad shape," says Pat. "Can you help?"

Felix studies the bike. "Yes, I can help. I will be back in no time," he says. Soon, Felix is back with a pump and a toolbox. He inflates the tire and sets the rim back into place with a tool.

"Thank you!" Pat says and hops back on her bike. They ride to the lake and set out the mat and snacks. Pat gazes at the sunset and decides that she wants to learn to fix bikes. She also thanks her kind classmate, Felix. She decides to be more like him—someone who likes to help.

NAME: _____
DATE: _____

1.4 ACTIVITY PAGE

Unit 1 Dictation Pretest

Write each word that your teacher dictates.

1. blast
2. clipped
3. wrenches
4. shipping
5. crumbs
6. quicker
7. trophies
8. selfless
9. funny

Write the entire sentence that your teacher dictates.

1. Mr. Smith uses a stopwatch.

2. My stomach aches.

Choose a word from the list above and use it to write your own sentence.

NAME: _____
DATE: _____

2.1 ACTIVITY PAGE

Short Vowel Sounds

Read each word. Circle the words that have short vowel sounds.

1. let
2. feet
3. glad
4. rot
5. plate
6. cute
7. hope
8. cup
9. snap
10. tape
11. trip
12. kite

NAME: _____
DATE: _____

2.2 ACTIVITY PAGE

Plural Nouns with -s and -es

Read each word. Make each word plural by adding a suffix. Change the word's spelling as needed. Read the new word.

1. baby babies
2. fence fences
3. bench benches
4. berry berries
5. whale whales
6. party parties
7. wish wishes
8. cake cakes
9. story stories
10. dog dogs

NAME: _____
DATE: _____

3.1 ACTIVITY PAGE

Closed Two-Syllable Words

Read each of the words below. Circle the words that have two short vowel sounds.

1. summit
2. puppet
3. mistake
4. plastic
5. tablet
6. pony
7. sunset
8. tennis
9. mascot
10. pancake

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE

Root Words and Inflectional Endings: -ed, -ing

Word Bank

relax	call	paint	sail
play	land	stuff	wait

Part I

Read each word in the word bank. Add the suffix *-ed* to make a verb that shows that the action happened in the past. Read the new word.

1. relaxed
2. called
3. painted
4. sailed
5. played
6. landed
7. stuffed
8. waited

Part II

Read each word in the word bank. Add the suffix *-ing* to make a verb that shows that the action is happening now. Read the new word.

1. relaxing
2. calling
3. painting
4. sailing
5. playing
6. landing
7. stuffing
8. waiting

NAME: _____
DATE: _____

3.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Circle words with the endings *-ed* and *-ing*.
- Highlight multisyllable words with closed syllables.

Jazz Music

Have you ever listened to jazz music? Let's discuss the subject. Jazz is a fun kind of music that buzzes with life. In jazz, the trumpet, piano, and drums often play big roles. These instruments can mix together to make stunning music that is smooth like velvet.

One fun fact about jazz is that the musicians often make up parts of the songs on the spot. It's all about being playful and expressing yourself in the moment. Jazz has also helped shape many other types of music, like rock and roll and pop.

Jazz began in the 1900s in New Orleans, Louisiana. Black Americans, like Louis Armstrong, helped give life to this lively style of music. Jazz music was one of the ways Black communities were able to share their experiences and tell their stories. Like a magnet, jazz music connected music lovers from all over the world. Starting in the 1920s, the jazz sound filled music halls and attracted the public with its dizzying beats. No one wanted to miss the buzz!

Today, jazz music is still going strong. Jazz artists are finding ways to adapt the sound and make it even better. They want to keep pushing the limits on what jazz can be. They want to keep jazz music going.

In a nutshell, jazz has had a lasting impact. It has shifted the way people all over the world listen to and think about music. So the next time you want to listen to music, try some jazz! Sit back, press play, and relax. You may just find yourself tapping your feet, nodding your head, and moving to the beat.

NAME: _____
DATE: _____

3.4 ACTIVITY PAGE

"Jazz Music" Comprehension Questions

1. What are two words or phrases that the passage uses to describe jazz music?
Accept any two of the following: fun, buzzes with life, stunning, smooth, like a magnet, dizzying beats, has had a lasting impact
2. What are some musical instruments that are important in jazz?
The trumpet, piano, and drums often play a big role in jazz.
3. How did jazz influence the Black community?
It has given Black people a way to tell stories and share parts of their lives.

4. Why do you think music lovers all over the world are connected by jazz music? Use evidence from the text in your answer.

Sample Response: People like to talk about jazz because it is fun, it has dizzying beats, and the musicians express themselves.

5. What are jazz artists today trying to do?

Accept any of the following: They are trying to make jazz better; they are pushing the limits of jazz; they are trying to keep jazz going.

6. Does this passage make you more interested or less interested in listening to jazz? Explain why by using a detail from the text.

Sample Response: I am more interested in hearing jazz because I want to hear people make up music as they go along.

NAME: _____
DATE: _____

4.1 ACTIVITY PAGE

Words with Double Letters and *-ed*, *-ing*

Part I

Read each of the words with suffixes below. Underline each root word.

- grinned
- dropping
- battting
- clipping
- hugged
- plugging
- flapped
- pattted
- rubbbed
- trapped

Part II

Read each word in the table. Sort these words that show that something happened in the past into categories based on whether the suffix makes the /ed/, /d/, or /t/ sound. Read the words you sorted.

pinned	batted	blocked
skipped	grilled	melted
asked	landed	saved

/ed/	/d/	/t/
batted	pinned	skipped
landed	saved	blocked
melted	grilled	asked

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

Root Words and Inflectional Endings: *-ed*, *-ing*

Word Bank

grabbed	admitted	stopping	hugged	dripped
stopped	dripping	admitting	grabbing	hugging

Part I

Read each word in the word bank. Write each word from the word bank that shows the action is happening now. Read each word again.

- grabbing
- admitting
- stopping
- hugging
- dripping

Part II

Read each word in the word bank. Write each word from the word bank that shows the action happened in the past. Read each word again.

1. grabbed
2. admitted
3. stopped
4. hugged
5. dripped

Part III

Read each word. Add the suffixes *-ed* and *-ing* to each of the following words. Double the final consonants if needed. Read the new words.

	<i>-ed</i>	<i>-ing</i>
slip	slipped	slipping
happen	happened	happening
regret	regretted	regretting
blink	blinked	blinking

Read the sentences. Circle the correct word to correctly complete each sentence. Read the new sentences.

10. Lee is (walking/walked) her dog.
11. Last night, I (called/call) him.
12. The rain (gushes/gushes) down the street.

NAME: _____
DATE: _____

5.3 ACTIVITY PAGE

Inflectional Ending Review

Read each word. Add *-s* or *-es* to make each word plural. Change the word's spelling as needed. Read the new word.

1. baby babies
2. brush brushes
3. fly flies

Read each word. Add *-ed* to each word to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

4. skip skipped
5. want wanted
6. jump jumped

Read each word. Add *-ing* to each word to show that the action is happening now. Change the word's spelling as needed. Read the new word.

7. plan planning
8. miss missing
9. chop chopping

NAME: _____
DATE: _____

5.4 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Draw a box around compound words.
- Circle words with the endings *-ed* and *-ing*.
- Highlight one-syllable words with closed syllables.

Baking Cupcakes

Baking is a fun task that anyone can do. You can bake all kinds of pastries, like cakes, cupcakes, and muffins. Plus, it fills your home with a yummy smell. Let's bake some homemade cupcakes!

Step 1: Ask an adult to assist you.

Set the oven to 350°.

Step 2: Grab all the ingredients.

You will need 1 cup of flour, $\frac{3}{4}$ cup of sugar, $\frac{1}{4}$ cup of butter, 2 eggs, $\frac{1}{2}$ cup of milk, 2 teaspoons of vanilla extract, 1 teaspoon of baking powder, and a bit of salt. Make sure to also grab frosting, a whisk, a spatula, baking cups, a cupcake pan, and a cooling rack.

Step 3: Make the batter.

As the oven gets hot, mix the flour, sugar, butter, eggs, milk, vanilla, baking powder, and salt. Mix them well with the whisk until you have made a batter that is soft and fluffy, like velvet.

Step 4: Line the cupcake pan with baking cups.

Fill the baking cups with the batter. Make sure the cups are not filled to the rim. A little more than halfway full is fine.

Step 5: Bake the cupcakes.

With the help of an adult, put the pan in the hot oven, and let the cupcakes bake for 15 to 20 minutes. When the tops have browned, do a test to see if they are ready. Slide a toothpick in and out of the cupcake. If the toothpick comes out with no batter on it, your cupcakes have fully baked and are now done.

With the help of an adult, take the cupcakes out of the oven. Remove the cupcakes from the pan, and let them chill on a cooling rack for a bit.

Step 6: Add frosting.

When your cupcakes have chilled, add frosting to the tops of the cupcakes with the spatula. Make them fun! You can frost each cupcake however you like! You can even add snazzy toppings, like sprinkles.

Step 7: Taste your cupcakes.

Now it's time to dig in and taste the cupcakes you created! Share your cupcakes with others. The cupcakes are sure to make them smile.

NAME: _____ 5.5 ACTIVITY PAGE
DATE: _____

“Baking Cupcakes” Comprehension Questions

- Why do you think turning on the oven is the first step?
It is the first step because the oven may take a while to heat up.
- What are three ingredients in the batter?
Accept any combination of the following: Flour, sugar, butter, eggs, milk, vanilla, baking powder.
- Why should you not fill the baking cups to the rim?
If they are filled to the rim, they may spill over.
- How do you test if the cupcakes are ready to come out of the oven?
You slide a toothpick in and out of the cupcake. If the toothpick has no batter on it, the cupcakes are ready.
- What tool should you use to put frosting on the tops of the cupcakes?
You should use a spatula.
- Which step of baking cupcakes do you think you would enjoy the most? Why?
I would enjoy Step 6 the most because I like to decorate things.

NAME: _____ 6.1 ACTIVITY PAGE
DATE: _____

Review Silent Letter Combinations: ‘wr’ > /r/, ‘kn’ > /n/

Read each sentence. Complete each sentence by circling the letters that spell the missing word. Read each sentence with the correct word.

- She used an iron to get the _____ out of her shirt.

wrin	kles
rin	
- The students put their books in a _____.

nap	sack
knap	
- Someone is _____ at the door.

nock	ing
knock	
- The worm _____ on the ground.

wrig	gles
rig	
- I hope your weekend was _____.

wrest	ful
rest	

- My hands have _____.

nuck	les
knuck	
- _____ how to spell is an important skill.

Now	ing
Know	
- What _____ are you taking?

no	tes
kno	
- Skateboarders should wear _____.

knee	pads
nee	

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Root Words and Inflectional Endings: *-ed, -ing*

Read each word. Write the root word next to each word with an *-ed* or *-ing* ending. Read each root word.

1. biked bike
2. called call
3. giving give
4. hiding hide
5. hopped hop
6. knotting knot
7. mined mine
8. jumped jump
9. trimmed trim
10. wrinkling wrinkle

NAME: _____
DATE: _____

6.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'mb' and 'bt' spellings.
- Circle words with the endings *-ed* and *-ing*.
- Highlight words with closed syllables.

Knoll the Knight

Knoll was known as the bravest and most trusted knight in the kingdom.

One day, the king wrote to Knoll, "I need your help finding a rare gem. It is hidden in a tomb deep in the enchanted forest."

Knoll read the note and nodded, feeling a mix of excitement and doubt. He had never gone on such an adventure before. He packed his bag and map, grabbed his knife, and set off on his horse.

The ride into the enchanted forest was not easy. Knoll had to climb steep hills and cross flowing rivers. His knees became sore and his legs went numb from riding. His wrists and thumbs hurt from holding on to the horse's reins. Knoll was a wreck. But he kept going, set on completing his task.

After days of traveling, Knoll finally arrived at the tomb. There, Knoll found a huge dragon protecting the entrance. Letting go of his fear and doubt, Knoll grabbed his knife and prepared to take on the dragon. He swung the knife, almost hitting the dragon. Then, the dragon pulled back and ran away.

With the dragon gone, Knoll entered the tomb. There, glowing in the dim light, was the gem. It was dazzling! Knoll wrapped the gem in a cloth, tucked it safely in his bag, and returned to the kingdom.

He had found the gem, and the king was thrilled! "I am in debt to you for your hard work," the king said to Knoll. The kingdom celebrated Knoll by singing and dancing in his honor. Knoll felt pride growing in his chest. As he looked at the sparkling gem, he grinned. He was ready for his next adventure.

NAME: _____
DATE: _____

7.1 ACTIVITY PAGE

Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Circle the words that have at least two closed syllables. Read each word again.

1. wristband
2. hotdog
3. kneepad
4. numbed
5. puppet
6. lesson
7. rodent
8. radio
9. debtfree
10. suffix

NAME: _____ 7.2 ACTIVITY PAGE
 DATE: _____

Root Words and Inflectional Endings: -ed, -ing

Word Bank

compare	refuse	decide	admire
invite	deglaze	compete	accuse

Part I

Read each word in the word bank. Add the suffix *-ed* to each word in the word bank to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

1. compared
2. refused
3. decided
4. admired
5. invited
6. deglazed
7. competed
8. accused

Part II

Read each word in the word bank. Add the suffix *-ing* to each word in the word bank to show that the action is happening now. Change the word's spelling as needed. Read the new word.

1. comparing
2. refusing
3. deciding
4. admiring
5. inviting
6. deglazing
7. competing
8. accusing

NAME: _____ 8.1 ACTIVITY PAGE
 DATE: _____

Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Read each word again.

1. wit•ness
2. sketch•y
3. back•lash
4. ech•o
5. sun•fish
6. jam•packed
7. hop•scotch
8. watch•ful
9. sun•tan
10. fan•tas•tic

NAME: _____ 8.2 ACTIVITY PAGE
 DATE: _____

Inflectional Endings -ed and -ing

fan	swap	inspire	charge	pat
zip	plan	hike	chime	joke

Part I

Read each word in the word bank. Sort the words in the word bank according to whether they double their final consonant or drop the final 'e' when adding the suffix *-ed* or *-ing*.

Double Final Consonant	Drop e
fan	inspire
plan	charge
pat	joke
swap	chime
zip	hike

Part II

Read the root words. Add *-ed* and *-ing* to each root word to create a new word. Change the spelling of the word as needed. Read the new words.

Root Word	-ed	-ing
fan	fanned	fanning
swap	swapped	swapping
inspire	inspired	inspiring
charge	charged	charging
pat	patted	patting
zip	zipped	zipping
plan	planned	planning
hike	hiked	hiking
chime	chimed	chiming
joke	joked	joking

As the sun was setting, they began to pack up. They had so much fun at the lake. Driving home, the family chatted about the best parts of the day. The lake trip was a success. The Jones family could not wait for their next lake day.

NAME: _____
DATE: _____

8.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'sh' and 'qu'.
- Circle words with the endings *-ed* and *-ing*.
- Highlight words with one open syllable.

Lake Day

The Jones family was all set for an exciting day at the lake. They sat on the porch, chatting about what they should bring. "We need an umbrella for shade, a big quilt to sit on, and a bunch of snacks for lunch," said Mom. Dad added, "And let's not forget the fishing equipment. I want to catch a big fish!"

The next day, they woke up, packed their bags, and drove off. The sun was shining as they reached the lake. They snagged a nice spot by the water and laid out their quilt and umbrella. The kids, Shane and Rachel, rushed to the water, splashing and giggling. Mom and Dad watched from the quilt, taking in the fresh air.

A bit later, Shane spotted a shell along the shore. This shell was quite unique. It was a shiny conch shell. He picked it up and put it in his backpack. He planned to stash it with his other shells at home.

Dad left the quilt and shade to go fish for a bit. But he did not have much luck, as a few catfish escaped. He gave up just in time for lunch.

After lunch, Rachel and Mom played a quick game of catch. Mom pitched the ball and Rachel did her best to catch it. The ball often landed in the sand, but they just kept grinning, joking, and having the best time.

NAME: _____
DATE: _____

8.4 ACTIVITY PAGE

"Lake Day" Comprehension Questions

1. What did the Jones family talk about when they were on the porch?

The family members talked about what they would bring to the lake.

2. What did the family members lay out by the lake?

They laid out a quilt and an umbrella.

3. How many fish did Dad catch?

Dad did not catch any fish.

4. What would you do if you went with the Jones family to the lake? Choose one of their activities, and explain why you chose it.
Answers will vary. Students should choose one of the activities mentioned in the text and explain why it appeals to them.

5. What did Rachel and her mom play?
They played a game of catch.

6. Why do you think the Jones family's trip to the lake is called "a success"?
Sample answer: The trip was a success because the family members enjoyed it.

NAME: _____ 91 ACTIVITY PAGE
 DATE: _____

Review Digraphs: 'sh,' 'qu'

Read each word. Circle the 'sh' or 'qu' digraph in each of the following words. Read each word again.

- freshen
- quaint
- quitting
- refresh
- quicken
- shiny
- squished
- sunshine
- dishes

NAME: _____ 92 ACTIVITY PAGE
 DATE: _____

Root Words and Inflectional Endings: -ed, -ing

Read the story. Then, complete the story by adding the inflectional ending -ed or -ing to the root word to fill in each blank. Read the story again.

Mo and his family are (plan) planning a party. Many people are (come) coming, and the family has to get ready. Yesterday, Mo trim trimmed the lawn. He (notice) noticed the steps were dirty, so Mo (brush) brushed them off. Mo's sister is in charge of (put) putting balloons by the door. Mo's brother is (write) writing the invitations. Earlier this morning, Mo (swap) swapped out the decorations. He (pin) pinned streamers to the ceiling. It is (take) taking the whole day to prepare! Suddenly, Mo realizes that he is (forget) forgetting something. "Papa," he asks, "what is this party for?"

NAME: _____ 101 ACTIVITY PAGE
 DATE: _____

Sort Words by Digraph

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

Word Bank

shy	shock	catch
brunch	ache	quick
quite	quiet	ship

'sh'	'qu'	'ch'
shy	quick	brunch
shock	quiet	ache
ship	quite	catch

Review: Root Words and Inflectional Endings: -ed, -ing

Read each sentence. Complete the sentences by adding the inflectional ending -ed or -ing to the root word to fill in each blank. Read each sentence again.

- I invited (invite) Kai to my house.
- The dog is chasing (chase) the cat out of the yard.
- She zipped (zip) her bag and slipped (slip) on her shoes.
- He is humming (hum) a sad song.
- Mom and Dad are joking (joke) and smiling (smile).
- I swapped (swap) books with Celia.
- Who is winning (win) the game?
- She saved (save) the bug by putting (put) it outside.

Read "Fall Colors" once. Then reread the passage and mark up the text as follows:

- Underline words with 'ch', 'sh', 'qu', 'mb', and 'bt'.
- Circle words that have a double consonant before the ending -ed or -ing.
- Highlight at least three words with open syllables in yellow.
- Highlight at least three words with closed syllables in blue.

Fall Colors

Each fall we watch the leaves switch from lush, green colors to rich shades of red, orange, and yellow. This color switch makes the fall season equally unique and charming! Observing the colors change from one color to another is, without a doubt, a beautiful sight. Have you ever questioned why the change in colors happens? Although not all places experience a fall season in which the leaves change colors, the science is fascinating. I'll teach you all about it! Listen up. There might be a quiz at the end.

This color switch happens because of what's inside the leaves. It's quite interesting! Plants catch sunlight and turn it into energy. This energy gives leaves their lush, green shade. During the fall, the days get shorter. This means there is less sunlight for the leaves to catch. As they succumb to this change, the leaves quit making their green color. The other colors, or pigments, hidden inside the leaves quickly start to show.

The colors we see in the fall depend on the pigments inside the leaves. Some leaves switch to a golden yellow shade, while others turn cherry red or burnt orange. The temperature can also impact the leaves' colors. Chilly nights and sunny days can make sharper red and orange shades.

As fall ends, the trees begin to prepare for the winter. They do this by quietly dropping, or shedding, their leaves. The fallen leaves break down and help the ground become better for growing other plants.

So the next time you see leaves switching color in the fall, think about all that is happening on the inside. Also think about stopping to sketch or climb a tree, jumping into a pile of crunchy leaves, or just taking in the charming colors and chilly breeze. It's an opportunity to appreciate the subtle beauty of nature.

Now here's the quiz question: What's your favorite fall color?

"Fall Colors" Comprehension Questions

- With less sunlight, what do leaves stop doing?
They stop making their green color.
- What do the colors we see in the fall depend on?
They depend on the pigments inside of the leaves.
- How does the temperature impact the leaves' colors?
Chilly nights and sunny days can make sharper red and orange shades.

4. How do trees prepare for winter?

They drop, or shed, their leaves.

5. How does the writer likely feel about the fall season? How do you know?

The writer likes the fall season very much because they describe it as unique and charming.

6. Describe one interesting thing you learned from the passage.

It is interesting that fallen leaves break down to help the ground become better for growing other plants.

NAME: _____

11.1

ACTIVITY PAGE

DATE: _____

Open Two-Syllable Words

Read each word. Underline the open syllable of each word. If both syllables are open, underline the entire word. Read each word again.

1. broken
2. cargo
3. human
4. humid
5. zebra
6. total
7. lazy
8. bonus
9. hero
10. ivy

NAME: _____
DATE: _____

11.2

ACTIVITY PAGE

Verbs with Inflectional Endings

Read each sentence. Underline the correct verb to complete each sentence.
Read each sentence again.

1. Max (flies/flys) the kite.
2. Serena (washes/washes) the car.
3. Last night, I (joke/joked) with Mom.
4. Today, David (helps/help) his dad.
5. Yesterday, he (tried/tries) to do his work.
6. She (flashes/flashs) the light.
7. He (works/workes) until noon.
8. The bird (sings/singes).

NAME: _____
DATE: _____

11.3

ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ph' and 'gh'.
- Circle words with the endings -es and -s.
- Highlight words with open syllables and draw a box around the open syllable.

Topher Sings

Topher loves to sing. He takes singing classes with voice coaches. Topher has a habit of singing while doing just about anything. He belts his high-pitched songs, filling his home with music all day long. There is never a quiet moment around Topher.

A few days ago, Topher woke up with a fever and a rough cough. His throat also throbbled. He tried to sing, but not even a tiny hum came out. He sat there silent for the first time in a long time.

He tried everything to help his rough cough and throbbing throat. He sipped warm broth, gargled salt water, and tried to relax. But nothing helped. He missed singing his songs. He couldn't even laugh off the sadness.

But this morning, Topher has had enough of his rough cough and throbbing throat. Plus, his home has become too quiet. He misses the way his songs ring out.

"That's it! Today I will see the doctor!" he cries out.

Topher's nephew Phillip rushes Topher to the health clinic.

The doctor on **duty** dashes in and checks his throat and lungs. "You need to rest your **vocal cords**" she advises. "No singing or talking for three more **days**. And go get some **cough** drops from the **pharmacy**."

"That's too long!" **Topher** cries. "This is going to be so **tough**."

Finally, **Topher** agrees to follow the doctor's **orders**. He takes his medicine and tries to rest his **vocal cords**. He eats his **lunches** in silence and washes the **dishes**. He spends the next three **days** doing **silent activities**, like reading in **libraries** and taking **photos** of **nature**. He also spends time catching **butterflies** and picking **strawberries**.

On the third day, with his **vocal cords** **restored**, **Topher** is able to sing again. He can now sing as he wishes! He **opens** his mouth and sings. His voice rings out **stronger** than ever. **Music** and **songs** fill his home once more.

Topher values his health and voice more than ever. From this day forth, he promises to take **better** care of himself and not strain his voice by singing too much.

NAME: _____
DATE: _____

12.1 ACTIVITY PAGE

Sort 'ph' and 'gh' Words

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

Word Bank

orphan	tough	elephant	laugh
cough	enough	alphabet	graph

'ph'	'gh'
orphan	cough
elephant	tough
alphabet	enough
graph	laugh

NAME: _____
DATE: _____

12.2 ACTIVITY PAGE

Review Inflectional Endings

Read each word. Complete the charts below by adding an inflectional ending to each noun or verb. Change the spelling of the word as needed. Read the new words.

Nouns with Inflectional Endings

Singular	Plural
class	classes
city	cities
story	stories
wish	wishes

Verbs with Inflectional Endings

	Present tense (-s/-es)	Present tense (-ing with is)	Past tense (-ed)
buzz	buzzes	buzzing	buzzed
erase	erases	erasing	erased
reply	replies	replying	replied
tap	taps	tapping	tapped

NAME: _____
DATE: _____

13.1 ACTIVITY PAGE

Complete Words

Add 'gh', 'wh', or 'ck' to complete the following words. Read each completed word.

- _____ **gh** _____ ost
- lo _____ **ck** _____
- _____ **wh** _____ ip
- pa _____ **ck** _____
- _____ **gh** _____ oul
- qui _____ **ck** _____
- _____ **wh** _____ ile
- _____ **wh** _____ iz

Comparative and Superlative Adjectives

Read each sentence. Circle the correct adjective in each sentence. Read each new sentence.

- In the group, Anne is the (louder/loudest) singer.
- The black rock is (smoother/smoothest) than the white one.
- He is the (shorter/shortest) kid in the third grade.
- The (colder/coldest) day of the year was the first of December.
- In the fairy tale, the witch is (wiser/wisest) than the troll.
- The forest is (quieter/quietest) at night than at dawn.
- Emi is the (faster/fastest) player on the team.
- Mr. Chang is the (older/oldest) teacher at the school.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'thr', 'str', 'spl', and 'shr'.
- Circle words with the endings *-er* and *-est*.
- Highlight words with two syllables in which both syllables are open.

Serena Williams

Serena Williams is a Black American woman and tennis player. She is one of the strongest and best athletes of our time. With a whopping number of wins, she is truly a major leader in her sport. She has one of the quickest serves and the strongest backhands. Serena is also a role model. Many young players strive to be like her.

Serena has an older sister, Venus, who is also a top tennis player. Serena and Venus' father split his time training both of them. While he trained them, he helped both Venus and Serena to become stronger and better players. In order to be the best, Serena began to push herself to work harder every day. She never quit, even when she was hurt or stressed.

Serena has had an impressive career because of her talent and drive. Her first big win was at the 1999 U.S. Open. At just 17 years old, she was the youngest player to ever win this title. This vital win is where her success began. With more strong whacks of the tennis ball, Serena went on to win many more matches and titles. She almost made it look easy!

Serena is not just a talented solo player, she is also a strong doubles player. She and Venus make an amazing team and unit. Together, they have whacked the tennis ball to victory in 22 matches!

Even though Serena is faster and stronger than most players on the tennis court, she is no stranger to defeat. When she has lost, she never lets it get her down for too long. She shrugs off the disappointment and grows from her mistakes.

Off the tennis court, Serena is a mother and wife. Serena also has other interests. She is a lover of fashion and gives back to help those in need.

No one can deny that watching Serena Williams play is a splendid and thrilling experience! Many tennis fans watch her with admiration while letting out shrieks of excitement. She is surely one of the greatest tennis players of all time and a very interesting human being.

“Serena Williams” Comprehension Questions

- Who is Serena Williams?
Serena Williams is one of the best professional tennis players of her time.
- Who was her first coach?
Her first coach was her father.
- Why was winning the 1999 U.S. Open a special achievement?
She became the youngest player to win the U.S. Open.

4. What are Serena Williams's personal interests?

She loves fashion and gives to people in need.

5. Based on the information in the passage, what type of person is Serena Williams?

Serena Williams is dedicated, hard-working, and generous.

6. What is special about her career as a doubles player?

She plays doubles with her sister, Venus.

NAME: _____

14.1 ACTIVITY PAGE

DATE: _____

Words with Open Syllables

Read each word. Divide each word into syllables. Circle the words with at least one open syllable. For each word with an open syllable, underline the open syllable or syllables. Read each word again.

1. r a n d o m

2. h o r i z o n

3. m i n u s

4. s p l a s h y

5. w e t t e s t

6. t i n y

7. c a n d l e

8. o l d e r

9. s o f a

10. a c o r n

NAME: _____

14.2 ACTIVITY PAGE

DATE: _____

Words that end in -er and -est

Read each word. Underline the words that are adjectives. Then put a "C" by the comparative adjectives and an "S" by the superlative adjectives. Read each of the adjectives again.

1. crest _____

2. tastiest S

3. unrest _____

4. shower _____

5. lonelier C

6. poster _____

7. prettiest S

8. healthiest S

9. cozier C

10. spookiest S

NAME: _____

15.1 ACTIVITY PAGE

DATE: _____

Complete Words

Read each sentence. Add 'wh', 'ck', 'thr', or 'shr' to complete the words so that the sentence makes sense. Read each sentence again.

1. I wear boots _____ wh _____ en it rains.

2. Please cli _____ ck _____ this button.

3. _____ wh _____ ere are the cups?

4. I love to eat _____ shr _____ imp.

5. That shirt will _____ shr _____ ink if it gets wet.

6. The ro _____ ck _____ is smooth and flat.

7. Bea tied the _____ thr _____ ee ribbons.

8. Let's go _____ thr _____ ough the tunnel.

Use Superlative Adjectives to Complete Sentences

Read each sentence. Complete the sentences with a superlative adjective. Read each sentence again.

- Tuesday was hotter than Monday and Sunday. It was the hottest day of the week.
- The green dress is fancier than the blue one and the white one. It is the fanciest dress in the store.
- Blake's backpack is larger than Ronen's backpack and Cybil's backpack. It is the largest backpack in the class.
- The cactus is healthier than the fern and the fig tree. It is the healthiest plant in the yard.
- The black bunny is fuzzier than the white bunny and the brown bunny. It is the fuzziest bunny in the cage.
- The red bird is louder than the black bird and the blue bird. It is the loudest bird in the garden.
- The gray blanket is softer than the brown blanket and the blue blanket. It is the softest blanket in the pile.
- The green sauce is spicier than the red sauce and the brown sauce. It is the spiciest sauce on the table.

Read "Whopping Elephants vs. Tiny Tigers" once. Reread the passage and mark up the text as follows:

- Underline words with 'ph,' 'th,' 'ck,' and 'wh'.
- Draw a box around words with 'shr,' 'thr,' 'str,' and 'spl'.
- Circle comparative and superlative adjectives.
- Highlight words with one or more open syllables.

Whopping Elephants vs. Tiny Tigers

Shri loved to play kickball with her team, the Whopping Elephants. She was the fastest runner on her team and had one of the strongest kicks.

The Whopping Elephants had made it to the final playoff game of the season. "I'm so thrilled about our last game against the Tiny Tigers on Saturday!" Shri said to her teammates Whitney and Seng.

"We are for sure winning that trophy!" Whitney responded.

"I hope so," said Seng. "The Tiny Tigers are a tough team to beat. They won't make it easy," Shri and Whitney agreed. But they shrugged off any doubt.

On the day of the game, the players and coaches were buzzing and eager to begin. This game was going to be the climax of their kickball season. Which team would win it all?

The game began, and Shri's team was doing well. The Whopping Elephants were in the lead and running faster, kicking harder, and playing better than they had all season. But the Tiny Tigers quickly started to catch

up. Theo, the Tiny Tigers's toughest player, seemed unstoppable. He played a bit too rough. He was also a braver and smarter player than anyone had expected.

As they watched the Tiny Tigers score time after time, Shri, Whitney, and Seng went silent. Whitney became as pale as a ghost. Had they made a ghastly mistake about how well the Tiny Tigers could play? The Whopping Elephants began to feel a bit of stress. Their confidence was shrinking.

It was the last inning, and the score was tied six to six. It was Shri's last chance to kick. "This is it. We have no more tries left," she whispered to herself. She walked behind home plate and got ready to kick. She took three deep breaths and ran up to the ball. Whoosh! With her strongest kick ever, she sent the ball flying past all the shrubs and bushes!

Shri whizzed past all three bases as fast as she could. It was the fastest she had ever run. She made it back to home plate just in time. The final score was now seven to six. The Whopping Elephants had won the game! What a splendid triumph! The team let out cries of happiness. "We won!" shrieked a thrilled Whitney.

Theo and the Tiny Tigers accepted the loss. "You guys were the hardest team we've played in a while! Keep it up," Seng said.

The Whopping Elephants named Shri their kickball hero and handed her the playoff trophy. The Whopping Elephants celebrated their win over spaghetti and french fries! What a great day!

"Whopping Elephants vs. Tiny Tigers" Comprehension Questions

- What team do Shri, Whitney, and Seng play for?
They play for the Whopping Elephants.
- How do the Tiny Tigers feel at the beginning of the game?
They feel confident that they will win the game.
- Who is Theo?
Theo is the Tiny Tigers' toughest player.

4. Does the game unfold as the Whopping Elephants expect it to?

The game is harder than they expected. The Tiny Tigers are a very good team.

5. What happens in the last inning?

Shri kicks the winning run.

6. How does the winning team celebrate?

They get a trophy and eat spaghetti and fries.

NAME: _____

16.1

ACTIVITY PAGE

DATE: _____

Abbreviations: Titles with Names

Word Bank

Mr.	Jr.	Mrs.
Miss	Dr.	Sr.

Read each abbreviation and title in the word bank. Then, read each sentence. Complete each sentence by adding the correct word or abbreviation for the title in parentheses. Remember, not all titles with names are abbreviated. Read each sentence again.

1. Miss Diaz helped the students. (Miss)
2. Dr. Brown put a cast on the patient's broken arm. (Doctor)
3. My favorite baseball player is Jackson Smith, Jr. (Junior)
4. The new principal is Mrs. Johnson. (Missus)
5. Sam Davis, Sr., wrote the article. (Senior)
6. Mr. Wilson made sandwiches for the class. (Mister)

NAME: _____

16.2

ACTIVITY PAGE

DATE: _____

Root Words and Derivational Endings: -y

Read each word. Make each of these nouns into an adjective by adding the ending -y. Remember to change the root word's spelling as needed, such as by dropping the final 'e' or doubling the final consonant, before adding the ending. Read the new words.

1. bump bumpy
2. mess messy
3. scare scary
4. sleep sleepy
5. crunch crunchy
6. spice spicy
7. wind windy
8. dust dusty
9. gloom gloomy
10. fun funny

NAME: _____

16.3

ACTIVITY PAGE

DATE: _____

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending -y.
- Highlight words with at least one open syllable.

A Letter for Mr. and Mrs. Lopez

Carlos Lopez Sr. and his wife had been waiting for a letter from their son, Carlos Lopez Jr. Mr. and Mrs. Lopez were excited to read his funny stories.

The mailman, Mr. Jacobs, was a goofy and sometimes clumsy human. He had a bad habit of mixing up the mail. Last week on a sunny day, Mr. Jacobs delivered the mail with his usual cheery attitude. He picked up the letter meant for Mr. and Mrs. Lopez and read the address written on the envelope. It was addressed to "456 Pine St." But, since Mr. Jacobs was in a bit of a hurry, he carelessly placed it in the mailbox labeled "654 Pine Ln." That was Dr. Davis's house.

Dr. Davis, who was a busy lady, did not see the mix-up right away. She placed the letter from Carlos Lopez Jr. on her dusty table and went on with her day.

A few days later, Mr. and Mrs. Lopez began to worry. Why had the letter from Carlos Lopez Jr. not arrived? They gave Mr. Jacobs a call. Mr. Jacobs wondered if he had placed it in Dr. Davis's mailbox. He always struggled with the addresses that are similar. "This is a tricky mess. I will fix this right away," said Mr. Jacobs.

Mr. Jacobs went to see Dr. Davis and told her the story over some tasty tea. Dr. Davis, who was known to be a bit cranky, was not fussy at all. She said, "I am sorry. I did not see the mix-up. Here is the letter." Mr. Jacobs felt sorry when he realized he had made a mistake.

"Thank you, Dr. Davis," Mr. Jacobs said as he took the letter and made a speedy exit.

Then, Mr. Jacobs went back and handed the letter to Mr. and Mrs. Lopez. They were so happy. "Thank you, Mr. Jacobs! We know it was a mistake," they told the mailman.

"I will try to be more careful. I do not want to make anyone else worry again," he swore.

With that, Mr. Jacobs went on his way. Mr. and Mrs. Lopez sat down to read their letter. They read the funny stories from their son. It was a happy end to a bumpy day.

NAME: _____
DATE: _____

17.1 ACTIVITY PAGE

Abbreviations: Streets in Addresses and States

Word Bank

Ln.	TX	U.S.	St.	CA
Ave.	Rd.	FL	U.K.	NY

Read each abbreviation in the word bank. Then read each word in the list below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation again.

- Avenue Ave.
- Texas TX
- United States U.S.
- New York NY
- California CA
- Street St.
- Lane Ln.
- United Kingdom U.K.

NAME: _____
DATE: _____

17.2 ACTIVITY PAGE

Root Words and Derivational Endings: -y

Read each sentence. Circle the **bold** words that are nouns and underline the **bold** words that are adjectives. Read the sentences again.

- Mari found a piece of **fuzz**. It came off the **fuzzy** teddy bear.
- The chef used a lot of **spices**. The pasta tastes **spicy**.
- Ice covered the **frosty** window. Then the sun melted the **frost**.
- Lee bit into a **juicy** apple. **Juice** got on his hands.
- The bookshelf was **dusty**. The librarian wiped the **dust** off with a rag.
- A **leak** dripped into a bucket. A plumber came to fix the **leaky** pipe.
- Roses are a **thorny** flower. The florist trimmed the **thorns**.
- Sam added extra **cheese** to the pizza. She likes **cheesy** pizza.
- Stepping on leaves makes a loud **crunch**. Paul loves stepping on **crunchy** leaves.
- It is **noisy** in the gym. The basketball players make a lot of **noise** when they practice.

NAME: _____
DATE: _____

18.1 ACTIVITY PAGE

Abbreviations: Days of the Week and Months

Word Bank

Wed.	Aug.	Sat.	Nov.	Fri.
Jan.	Sun.	Tues.	Oct.	Mar.

Read each abbreviation in the word bank. Then, read each word below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation.

- Friday Fri.
- January Jan.
- November Nov.
- Wednesday Wed.
- March Mar.
- Sunday Sun.
- Saturday Sat.
- August Aug.

NAME: _____
DATE: _____

Creating Nouns and Adjectives with the Ending -er

Read each word. Add *-er* to each root word and write the new word on the first line. Change the word's spelling as needed. Then identify the part of speech of the new word by writing *N* for *noun* or *A* for adjective on the second line. Read each new word.

Inflectional and Derivational Ending -er

1. tall taller A
2. work worker N
3. cheap cheaper A
4. sing singer N
5. plain plainer A
6. think thinker N
7. help helper N
8. kind kinder A

9. ride rider N
10. wide wider A
11. make maker N
12. young younger A

NAME: _____
DATE: _____

Follow along as your teacher reads the passage.
When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending *-less*.
- Highlight words that have both closed and open syllables.

Scientists

Scientists are critical thinkers and problem solvers who work to learn more about the world. They are like detectives. They make discoveries by asking countless questions, observing, and testing. A scientist's week is full of limitless work. Here is a typical weekly schedule that a scientist might make for themselves:

Week of Jan. 15:	
Mon.	Think of a question. Ask "Why is the sky blue?" or "How can we <u>protect</u> people from new germs?"
Tues.	Come up with an idea, or <u>hypothesis</u> , to answer this question. Plan a way to test it.
Wed.	Try not to feel <u>helpless</u> if the test does not go as planned. Keep at it!
Thurs.	Find a new way to solve the problem and test a new <u>hypothesis</u> .
Fri.	Hopefully see some progress.
Sat. and Sun.	Rest to start fresh on <u>Mon.</u>

In their work, scientists use a lot of words to describe size. When taking notes, they often use abbreviations. For example, they may use "5 ft." or "10 in." to record how many feet or inches a plant has grown. They may use "20 oz." or "15 lb." to record how many ounces or pounds their artifacts or samples weigh. They also use "5 min." or "2 hr." to record how many minutes or hours a test takes.

Scientists become smarter and wiser with each test they conduct. They are tireless in their attempts to learn more in order to solve a problem. At times, they may feel puzzled or even hopeless. But they are fearless. They are not quitters and do not give up. They keep trying until they find the answer.

The work of a scientist never stops as they work to make discoveries. These discoveries are often priceless because they can improve our world. The list of things to learn and improve is endless.

So, if you are an explorer who likes to ask "why" or "how", think about being a scientist. You can be part of the tireless and selfless group of thinkers who work to make the world a bit better every day.

NAME: _____ **18.4** ACTIVITY PAGE
 DATE: _____

“Scientists” Comprehension Questions

- What are two words or phrases that the passage uses to describe scientists?
Accept any two of the following: critical thinkers, problem solvers, tireless, fearless
- What kind of information might a scientist record?
Accept any of the following: how many feet or inches a plant has grown, how many ounces or pounds their artifacts or samples weigh, how many minutes or hours a test takes
- How might scientists feel if their tests do not go as planned?
Scientists may feel helpless, puzzled, or hopeless.

- How does conducting tests help scientists?
Conducting tests make scientists smarter and wiser.
- Why don't scientists give up?
They want to find the answer to problems to improve our world.
- Based on the passage, what do you think is the most important trait scientists have? Explain your choice using a detail from the text.
Sample answer: I think that being tireless is the most important trait scientists have because they keep trying to make helpful discoveries.

NAME: _____ **19.1** ACTIVITY PAGE
 DATE: _____

Abbreviations: Measurements

Word Bank

hr.	lb.	in.
ounce	foot	minute

Read each abbreviation in the word bank. Use the word bank to complete the chart below. Read each full word and its abbreviation.

Full Word	Abbreviation
foot	ft.
inch	in.
minute	min.
hour	hr.
ounce	oz.
pound	lb.

NAME: _____ **19.2** ACTIVITY PAGE
 DATE: _____

Adjectives with the Ending -less

Word Bank

flawless	hopeless	soundless
weightless	tireless	endless

Read each word in the word bank. Then, read the paragraph below. Use words from the word bank to complete the paragraph. Read the paragraph again.

It was the bottom of the ninth inning. Alex's baseball team was losing by two runs. The players felt hopeless. They had two outs already. It was Alex's turn to bat. The pitcher threw a flawless fastball right down the middle. Alex swung with all his might. A loud crack echoed across the soundless ballfield. The baseball soared like it was weightless. The ball flew over the fence for a home run. The tireless runners sprinted around the bases. Alex's foot hit home plate for the winning run. The team broke into endless cheers.

NAME: _____
DATE: _____

20.1

ACTIVITY PAGE

Review Abbreviations

Read the party invitation below. Revise the party invitation by replacing words with abbreviations. Write the abbreviations below the words that could be shortened. Read the party invitation again.

What: Lisa Garcia's 8th Birthday

When: Saturday **Sat.**, September **Sept.** 15, 12:00 p.m.

Where: The Community Aquatic Center

204 Maple Street **St.**

Dallas, Texas **TX** 75001

Note: We can use the pool for 90 minutes. **min.**

Reply to: Missus **Mrs.** Garcia (123) 456-7890

NAME: _____
DATE: _____

20.2

ACTIVITY PAGE

Review Suffixes *-er, -est, -y, and -less*

Read the paragraph below. Complete the paragraph by adding the suffixes *-er, -est, -y, or -less* to the words in parentheses. Change the word's spelling if needed. Read the completed paragraph.

Ben needed new shoes. He grew a bit (tall) **taller** over the summer. His feet grew (big) **bigger** than they were last year. He wanted some (flash) **flashy** boots. A character on a (trend) **trendy** TV show wore them. Instead, his mom bought him a (plain) **plainer** pair of sneakers. They were much (cheap) **cheaper**. Plus, she was a (plan) **planner**. She said that a (time) **timeless** style would be better in the long run. The TV show was canceled the next week. Now, everyone thought the boots were (taste) **tasteless**. Ben was glad he listened to his mom. He thought she was the (smart) **smartest** adult he knew.

NAME: _____
DATE: _____

20.3

ACTIVITY PAGE

Read "Blanket Detective" once. Read the passage again and mark up the text as follows:

- Underline abbreviated words.
- Circle words with the endings *-er* and *-less*.
- Draw a box around words that end in *-y*.
- Highlight multisyllabic words that only have closed syllables.

Blanket Detective

Mr. Chen is a **funny** man and a good **listener**. He is also a detective and a **writer**. One **windy** and **foggy** morning, he was busy in his cozy home when he got a call from **Dr. Jackson**. Her tone was **shaky**. "I lost the **priceless** blanket that my grandmother made for me when I was a kid," she said with a **helpless** cry. "Can you please help me?"

"Sure, can you please describe the missing **blanket**?" asked the **fearless** detective.

"It's **fluffy** and red. It's about 6 **ft.** long and 4 **ft.** wide. It probably weighs about 2 **lb.**" responded **Dr. Jackson**.

"Don't worry, **Dr. Jackson**. I will find your lovely **blanket**," said Mr. Chen after taking lengthy notes.

The next day, Mr. Chen began his hunt for the red, **fluffy** blanket. He went to **Dr. Jackson's** home and checked under the bed, behind the sofa, and even in the **shadowy** attic. But he was **unlucky**. He did not find it anywhere.

The next day was a **sunny** day, so Mr. Chen hung up posters for the missing **blanket** all over town. The poster read:

"MISSING **BLANKET**, **FLUFFY** AND RED.

6 **FT.** LONG AND 4 **FT.** WIDE.

WEIGHS 2 **LB.**

LAST SEEN ON **TUES. OCT. 27TH**, NEAR 43 **WALNUT ST.**"

He left his phone number on the poster and waited for someone to call or text. Just as Mr. Chen was starting to feel **hopeless**, his phone buzzed with a text. The text read:

"Hi, I'm Mrs. **Sanchez**, a laundromat **worker** on **Franklin Ave.** I found a red, **fluffy** blanket last **Fri.** in a **washer**. It matches the **blanket** from the poster."

"I'll be right there," Mr. Chen responded. The missing **blanket** had been left behind as a **harmless** mistake.

Mr. Chen picked up the **blanket** from Mrs. **Sanchez** at the laundromat. He returned to **Dr. Jackson's** home and gave her the **blanket**. She was **speechless**. Her most loved **blanket** was back! She gave Mr. Chen **endless** thanks. Mr. Chen left feeling tired but happy. He knew he was not just a detective, but also a **selfless** **helper**.

NAME: _____ 20.4 ACTIVITY PAGE
DATE: _____

“Blanket Detective” Comprehension Questions

1. What did Dr. Jackson lose?
Dr. Jackson lost her blanket.

2. Why does Dr. Jackson call Mr. Chen for help?
Dr. Jackson calls Mr. Chen because he is a detective.

3. Where does Mr. Chen look first?
Mr. Chen looks at Dr. Jackson’s home first.

4. How does Mr. Chen find the missing item?
Mr. Chen puts up posters in the town, and a laundromat worker recognizes the blanket.

5. How did Dr. Jackson lose her item?
She left it behind at the laundromat by mistake.

6. Would you like to be a detective? Use a detail from the story to explain why or why not?
Sample answer: Yes, I would like to be a detective. I would like to help people like Mr. Chen helped Dr. Jackson.

NAME: _____ 20.5 ACTIVITY PAGE
DATE: _____

Unit 1 Dictation Posttest

Write each word that your teacher dictates.

1. blast
2. clipped
3. wrenches
4. shipping
5. crumbs
6. quicker
7. trophies
8. selfless
9. funny

Write the entire sentence that your teacher dictates.

1. Mr. Smith uses a stopwatch.

2. My stomach aches.

Choose a word from the list above and use it to write your own sentence.

ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: _____ TR 1.1
 DATE: _____

Reread "Pat's Bike." Think about a time when you helped a friend or a time when a friend helped you. Tell about what happened on the lines below.

One time, my friend Sam lost his book. He was very upset. I helped him look for it. We found Sam's book under his desk. He thanked me for helping him find it.

Skills 1

NAME: _____ TR 2.1
 DATE: _____

Word Sort

Read each of the words in the box. Then sort them by consonant blend.

spruce	flat	sprig	bent
flip	stamp	flag	step
spree	stand	lent	sent

fl-	spr-	st-	-nt
flag	sprig	stamp	lent
flip	spree	stand	bent
flat	spruce	step	sent

Teacher Resources

NAME: _____ TR 3.1
 DATE: _____

Reread "Jazz Music." Identify the central idea of the text. Use at least two details from the passage that support this central idea.

Sample response: Jazz is a lively kind of music. It has an important history. The text says that jazz "buzzes with life" and "It has shifted the way people all over the world listen to and think about music."

Skills 1

NAME: _____ TR 4.1
 DATE: _____

Root Words and Inflectional Endings: -ed, -ing

Word Bank

smell	drum	chop	mop
jet	spritz	grin	listen

Part I

Read each word in the word bank. Add the -ed ending to each word in the word bank. Read the new words.

1. smelled
2. drummed
3. chopped
4. mopped
5. jettted
6. spritzed
7. grinned
8. listened

Teacher Resources

NAME: _____
DATE: _____

TR 4.1
CONTINUED

Part II

Add the *-ing* ending to each word in the word bank. Read the new words.

1. smelling
2. drumming
3. chopping
4. mopping
5. jetting
6. spritzing
7. grinning
8. listening

NAME: _____
DATE: _____

TR 5.1

Reread "Baking Cupcakes." Using evidence from the passage, summarize how to make cupcakes. Remember, when you summarize, you tell only the most important points.

Sample response: First, you turn on the oven and get the ingredients. Then you make the batter. Next you put the batter in the cupcake pan, and then you bake the cupcakes. After they are cool, you add frosting. Finally, it is time to eat them.

NAME: _____
DATE: _____

TR 6.1

Reread "Knoll the Knight." One theme, or central message, of the story is that Knoll has to work hard to achieve great things. Use details from your own life to describe when you have had to keep working hard at something that was difficult.

Sample response: I had to keep working hard at something that was difficult when I learned to ride a bike. I kept falling off over and over again, but I kept trying. Eventually, I succeeded.

NAME: _____
DATE: _____

TR 7.1

Silent Letters: b

Read each sentence. Then, circle the silent b's in the sentences.

1. The climbers doubted their ropes would hold.
2. Bees store their honey in a honeycomb.
3. The crumbs were from the banana bread.
4. He broke out into a subtle smile.
5. The tomb was covered in cobwebs.
6. The plumber worked to pay off her debts.
7. Our limbs went numb with fear.
8. The subject of this reading is lambs.

NAME: _____ TR 8.1
DATE: _____

Reread "Lake Day." The setting is where and when a story happens. The plot is what happens in the story. Use details from the passage to describe how the setting influences the plot of the "Lake Day."

Sample response: The setting is a sunny day at the lake. The plot is about what the Jones family does at the lake. In this setting, the family members can do activities like relax on a quilt, fish, and play catch.

288

Skills 1

NAME: _____ TR 9.1
DATE: _____

Digraphs: 'sh,' 'qu'

List as many words with /sh/ > 'sh' as you can in the allotted time.

List as many words with /qu/ > 'qu' as you can in the allotted time.

Teacher Resources

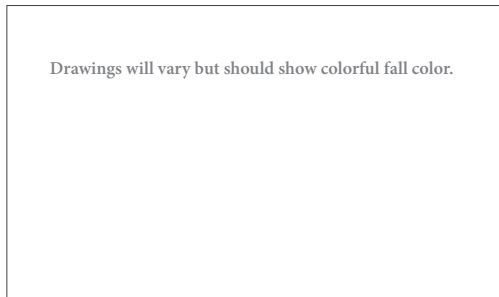
289

NAME: _____ TR 10.1
DATE: _____

Reread "Fall Colors" focusing on the final paragraph of the text. Then answer the question, explaining why the color you have chosen is your favorite fall color. Draw a picture using your favorite fall color.

Sample response: Gold is my favorite fall color. When I walk to school, I pass by a tree with big, beautiful golden leaves. The sun shines through the leaves, making the tree look like it is lit up.

Drawings will vary but should show colorful fall color.



290

Skills 1

NAME: _____ TR 11.1
DATE: _____

Reread "Topher Sings." What is one message from the story? Use details from the passage to explain your thinking.

Sample response: One message from the story is that it is important to take care of the things that matter to you. Topher loves singing more than anything else. If he wants to keep singing, he needs to take care of his vocal cords. He can sing, but he should not sing too much. At the end of the story, Topher decides to take better care of himself so that he can continue to sing.

Teacher Resources

291

NAME: _____ TR 12.1
 DATE: _____

Digraphs 'ph' and 'gh' > /f/

Words with 'ph'

Words with 'gh'

_____ homophone _____	_____ cough _____
_____ orphan _____	_____ tough _____
_____ elephant _____	_____ enough _____
_____ alphabet _____	_____ laugh _____
_____ nephew _____	_____ _____
_____ digraph _____	_____ _____

NAME: _____ TR 13.1
 DATE: _____

Reread "Serena Williams." What is the central idea of the passage? Use details from the passage to support your answer.

The central idea of "Serena Williams" is that she has achieved
many great things. The passage outlines her accomplishments as
a professional single and doubles tennis player. It is also about
her personal life and interests.

NAME: _____ TR 14.1
 DATE: _____

Sort Words with Consonant Blends

Read each word in the word bank. Sort the words from the word bank into the correct column of the chart. Read each column of the sorted words.

Word Bank

stripe	straight	shroud	stripped
through	shriek	split	thrifty
shrinks	shrill	throat	splashed
thrown	splice	splatter	structure

'thr'	'shr'	'str'	'spl'
through	shriek	stripped	split
thrown	shroud	stripe	splashed
thrifty	shrill	straight	splatter
throat	shrinks	structure	splice

NAME: _____ TR 15.1
 DATE: _____

Reread "Whopping Elephants vs. Tiny Tigers." Think of a time when you tried hard to compete in a sport or game. Use details from your life to describe how your experience compared to the players in the passage.

Sample response: When I played on a soccer team last year, I had
to work really hard to pay attention to where my teammates were
on the field. I also had to remember to share the ball and not try to
score every goal myself. It was hard work, but it felt so great when
we won a game.

NAME: _____ TR 16.1
 DATE: _____

Reread "A Letter for Mr. and Mrs. Lopez." Use details from the passage to retell what happens in the passage. Make sure to present events in the same order as they appear in the story.

Mr. and Mrs. Lopez are waiting for a letter from their son. The mailman, Mr. Jacobs, delivers the letter to Dr. Davis by mistake.

After a few days, Mr. and Mrs. Lopez call Mr. Jacobs to find out what happened to the letter. He realizes his mistake. Mr. Jacobs gets the letter back from Dr. Davis. He brings it to Mr. and Mrs. Lopez. Mr. and Mrs. Lopez read the letter.

296

Skills 1

NAME: _____ TR 17.1
 DATE: _____

Abbreviations in Addresses

Word Bank

Ln.	TX	U.S.	St.	CA
Ave.	Rd.	FL	U.K.	NY

Use the word bank to complete each address by adding the abbreviation for the word in parentheses.

- 400 Lincoln _____ Rd. _____
Bismark, ND 58507 (Road)
- 8829 Cardinal Ln.
Jacksonville, _____ FL _____ 32201 (Florida)
- 998 Great Lakes Rd.
Lansing, MI 48864
_____ U.S. _____ (United States)
- 521 Second _____ St. _____
Atlanta, GA 30306 (Street)
- 42 Green Ave.
Fresno, _____ CA _____ 93701 (California)
- 1255 Sunny _____ Ln. _____
Boston, MA 02115 (Lane)
- 400 Foster St.
Austin, _____ TX _____ 78701 (Texas)

Teacher Resources

297

NAME: _____ TR 17.1
 DATE: _____ CONTINUED

- 1200 Danbury Ln.
London, W8 6AG
_____ U.K. _____ (United Kingdom)
- 900 S. Finch _____ Ave. _____
Chicago, IL 60608 (Avenue)
- 8 W. Winter St.
Albany, _____ NY _____ 12084 (New York)

298

Skills 1

NAME: _____ TR 18.1
 DATE: _____

Reread "Scientists." Identify the central idea of the text. Use details from the passage to identify two details from the text that support the central idea.

Sample response: The central idea of the text is that scientists are hardworking problem solvers. The text says they "are not quitters and do not give up." It also says that they make "priceless" discoveries that "improve our world."

Teacher Resources

299

NAME: _____ TR 19.1
DATE: _____

Using Abbreviations for Measurements

Complete the paragraph by writing the correct abbreviation for each unit of measurement.

Kendra liked helping her grandmother bake. They made gingersnap cookies. Kendra gathered the ingredients. She began with one _____ lb. _____ of butter. (pound) Next, she needed the dry ingredients. They were in the back of the cabinet. She used a step stool to reach. Kendra was just under 4 _____ ft. _____ tall. (feet) Last, she grabbed a glass measuring cup. She carefully poured 8 _____ oz. _____ of molasses into it. (ounces) Finally, Kendra and her grandmother mixed the ingredients together. They rolled the sticky dough into 1- _____ in. _____ balls. (inch) They baked the cookies for 12 _____ min. _____ (minutes)

NAME: _____ TR 20.1
DATE: _____

Reread "Blanket Detective." Describe what happens at the end of the story. Using details from the passage, describe how Mr. Chen and Dr. Jackson feel at the end of the story and why they feel the way that they do.

Sample response: At the end of the story, Mr. Chen returns the lost blanket to Dr. Jackson. Dr. Jackson feels thankful because the blanket means a lot to her. She is glad to have it back. Mr. Chen feels tired but happy. He feels tired because finding the blanket was hard work. He feels happy because he helped Dr. Jackson.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	U1: p. 13, U1: p. 20, U1: p. 77, U1: p. 84, U1: p. 141, U1: p. 149, U1: p. 208, U1: p. 216
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	
TEKS 3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols	U1: p. 26, U1: p. 33, U1: p. 51, U1: p. 59, U1: p. 90, U1: p. 98, U1: p. 116, U1: p. 123, U1: p. 155, U1: p. 162, U1: p. 181, U1: p. 189, U1: p. 222, U1: p. 230, U1: p. 248, U1: p. 255
TEKS 3.1.E	develop social communication such as conversing politely in all situations	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate and apply phonetic knowledge by:		
TEKS 3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	U1: p. 13, U1: p. 16, U1: p. 26, U1: p. 29, U1: p. 39, U1: p. 42, U1: p. 51, U1: p. 54, U1: p. 65, U1: p. 68, U1: p. 77, U1: p. 80, U1: p. 90, U1: p. 93, U1: p. 94, U1: p. 104, U1: p. 107, U1: p. 116, U1: p. 119, U1: p. 120, U1: p. 129, U1: p. 132, U1: p. 141, U1: p. 144, U1: p. 145, U1: p. 155, U1: p. 158, U1: p. 159, U1: p. 168, U1: p. 171, U1: p. 181, U1: p. 184, U1: p. 195, U1: p. 198, U1: p. 199, U1: p. 208, U1: p. 211, U1: p. 222, U1: p. 226, U1: p. 236, U1: p. 239, U1: p. 248, U1: p. 251, U1: p. 261, U1: p. 264
TEKS 3.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables	U1: p. 26, U1: p. 29, U1: p. 33, U1: p. 39, U1: p. 42, U1: p. 46, U1: p. 51, U1: p. 54, U1: p. 59, U1: p. 65, U1: p. 68, U1: p. 71, U1: p. 77, U1: p. 80, U1: p. 84, U1: p. 90, U1: p. 94, U1: p. 98, U1: p. 104, U1: p. 107, U1: p. 112, U1: p. 116, U1: p. 120, U1: p. 123, U1: p. 129, U1: p. 132, U1: p. 135, U1: p. 141, U1: p. 145, U1: p. 149, U1: p. 155, U1: p. 159, U1: p. 162, U1: p. 168, U1: p. 171, U1: p. 176, U1: p. 181, U1: p. 184, U1: p. 189, U1: p. 195, U1: p. 199, U1: p. 202, U1: p. 208, U1: p. 212, U1: p. 216, U1: p. 222, U1: p. 227, U1: p. 230, U1: p. 236, U1: p. 239, U1: p. 243, U1: p. 248, U1: p. 252, U1: p. 255, U1: p. 261, U1: p. 264, U1: p. 267
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations	U1: p. 13, U1: p. 16, U1: p. 20, U1: p. 65, U1: p. 71, U1: p. 208, U1: p. 212, U1: p. 216, U1: p. 222, U1: p. 227, U1: p. 230, U1: p. 236, U1: p. 239, U1: p. 243, U1: p. 248, U1: p. 252, U1: p. 255, U1: p. 261, U1: p. 264, U1: p. 267
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	
TEKS 3.2.A.v	decoding words using knowledge of prefixes	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

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	U1: p. 13, U1: p. 18, U1: p. 26, U1: p. 31, U1: p. 33, U1: p. 39, U1: p. 44, U1: p. 46, U1: p. 51, U1: p. 54, U1: p. 56, U1: p. 59, U1: p. 65, U1: p. 68, U1: p. 70, U1: p. 71, U1: p. 77, U1: p. 82, U1: p. 84, U1: p. 90, U1: p. 96, U1: p. 98, U1: p. 104, U1: p. 110, U1: p. 112, U1: p. 116, U1: p. 121, U1: p. 123, U1: p. 129, U1: p. 134, U1: p. 135, U1: p. 141, U1: p. 147, U1: p. 149, U1: p. 155, U1: p. 160, U1: p. 162, U1: p. 168, U1: p. 173, U1: p. 176, U1: p. 181, U1: p. 187, U1: p. 189, U1: p. 195, U1: p. 200, U1: p. 202, U1: p. 208, U1: p. 214, U1: p. 216, U1: p. 222, U1: p. 228, U1: p. 230, U1: p. 236, U1: p. 241, U1: p. 243, U1: p. 248, U1: p. 253, U1: p. 255, U1: p. 261, U1: p. 266, U1: p. 267
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list	
(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	U1: p. 13, U1: p. 22, U1: p. 39, U1: p. 47, U1: p. 65, U1: p. 72, U1: p. 77, U1: p. 86, U1: p. 90, U1: p. 99, U1: p. 104, U1: p. 113, U1: p. 116, U1: p. 124, U1: p. 129, U1: p. 136, U1: p. 141, U1: p. 151, U1: p. 155, U1: p. 163, U1: p. 168, U1: p. 177, U1: p. 181, U1: p. 190, U1: p. 195, U1: p. 203, U1: p. 261, U1: p. 268
TEKS 3.2.B.ii	spelling homophones	
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations	U1: p. 13, U1: p. 22, U1: p. 65, U1: p. 72, U1: p. 208, U1: p. 218, U1: p. 222, U1: p. 231, U1: p. 236, U1: p. 244, U1: p. 248, U1: p. 256, U1: p. 261, U1: p. 268
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns	U1: p. 13, U1: p. 22, U1: p. 26, U1: p. 34, U1: p. 39, U1: p. 47, U1: p. 65, U1: p. 72, U1: p. 77, U1: p. 86, U1: p. 90, U1: p. 99, U1: p. 104, U1: p. 113, U1: p. 116, U1: p. 124, U1: p. 129, U1: p. 136, U1: p. 141, U1: p. 151, U1: p. 155, U1: p. 163, U1: p. 168, U1: p. 177, U1: p. 181, U1: p. 190, U1: p. 195, U1: p. 203, U1: p. 261, U1: p. 268
TEKS 3.2.B.v	spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes	
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	U1: p. 13, U1: p. 18, U1: p. 22, U1: p. 26, U1: p. 31, U1: p. 39, U1: p. 44, U1: p. 51, U1: p. 56, U1: p. 60, U1: p. 65, U1: p. 70, U1: p. 72, U1: p. 77, U1: p. 82, U1: p. 90, U1: p. 96, U1: p. 104, U1: p. 110, U1: p. 116, U1: p. 121, U1: p. 129, U1: p. 134, U1: p. 141, U1: p. 147, U1: p. 155, U1: p. 160, U1: p. 168, U1: p. 173, U1: p. 181, U1: p. 187, U1: p. 195, U1: p. 200, U1: p. 208, U1: p. 214, U1: p. 222, U1: p. 228, U1: p. 236, U1: p. 241, U1: p. 248, U1: p. 253, U1: p. 261, U1: p. 266, U1: p. 268
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.	
(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	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1		Correlation—Teacher’s Guide
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	
TEKS 3.3.C	identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i>	U1: p. 13, U1: p. 18, U1: p. 26, U1: p. 31, U1: p. 39, U1: p. 44, U1: p. 51, U1: p. 56, U1: p. 65, U1: p. 70, U1: p. 77, U1: p. 82, U1: p. 90, U1: p. 96, U1: p. 104, U1: p. 110, U1: p. 116, U1: p. 121, U1: p. 129, U1: p. 134, U1: p. 141, U1: p. 147, U1: p. 155, U1: p. 160, U1: p. 168, U1: p. 173, U1: p. 181, U1: p. 187, U1: p. 195, U1: p. 200, U1: p. 208, U1: p. 214, U1: p. 222, U1: p. 228, U1: p. 236, U1: p. 241, U1: p. 248, U1: p. 253, U1: p. 261, U1: p. 266
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 3.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U1: p. 13, U1: p. 20, U1: p. 26, U1: p. 33, U1: p. 39, U1: p. 46, U1: p. 51, U1: p. 59, U1: p. 77, U1: p. 84, U1: p. 90, U1: p. 98, U1: p. 104, U1: p. 112, U1: p. 116, U1: p. 123, U1: p. 141, U1: p. 149, U1: p. 155, U1: p. 162, U1: p. 168, U1: p. 176, U1: p. 181, U1: p. 189, U1: p. 208, U1: p. 216, U1: p. 222, U1: p. 230, U1: p. 248, U1: p. 255
(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 self-select text and read independently for a sustained period of time.		
TEKS 3.5	self-select text and read independently for a sustained period of time	U1: p. 65, U1: p. 71, U1: p. 129, U1: p. 135, U1: p. 195, U1: p. 202, U1: p. 236, U1: p. 243, U1: p. 261, U1: p. 267
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 3.6.A	establish purpose for reading assigned and self-selected texts	
TEKS 3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 3.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	
TEKS 3.6.D	create mental images to deepen understanding	
TEKS 3.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 3.6.F	make inferences and use evidence to support understanding	
TEKS 3.6.G	evaluate details read to determine key ideas	
TEKS 3.6.H	synthesize information to create new understanding	
TEKS 3.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 3.7.A	describe personal connections to a variety of sources including self-selected texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

TEKS 3.7.B	write a response to a literary or informational text that demonstrates an understanding of a text	
TEKS 3.7.C	use text evidence to support an appropriate response	
TEKS 3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	
TEKS 3.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
TEKS 3.7.F	respond using newly acquired vocabulary as appropriate	
TEKS 3.7.G	discuss specific ideas in the text that are important to the meaning	
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>		
TEKS 3.8.A	infer the theme of a work, distinguishing theme from topic	
TEKS 3.8.B	explain the relationships among the major and minor characters	
TEKS 3.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution	
TEKS 3.8.D	explain the influence of the setting on the plot	
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
TEKS 3.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths	
TEKS 3.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	
TEKS 3.9.C	discuss the elements in drama such as characters, dialogue, setting, and acts	
<p>(D) recognize characteristics and structures of informational text, including:</p>		
TEKS 3.9.D.i	the central idea with supporting evidence	
TEKS 3.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding	
TEKS 3.9.D.iii	organizational patterns such as cause and effect and problem and solution	
<p>(E) recognize characteristics and structures of argumentative text by:</p>		
TEKS 3.9.E.i	identifying the claim	
TEKS 3.9.E.ii	distinguishing facts from opinion	
TEKS 3.9.E.iii	identifying the intended audience or reader	
TEKS 3.9.F	recognize characteristics of multimodal and digital texts	
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1		Correlation—Teacher’s Guide
TEKS 3.10.A	explain the author's purpose and message within a text	
TEKS 3.10.B	explain how the use of text structure contributes to the author's purpose	
TEKS 3.10.C	explain the author's use of print and graphic features to achieve specific purposes	
TEKS 3.10.D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	
TEKS 3.10.E	identify the use of literary devices, including first- or third-person point of view	
TEKS 3.10.F	discuss how the author's use of language contributes to voice	
TEKS 3.10.G	identify and explain the use of hyperbole	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 3.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 3.11.B.i	organizing with purposeful structure including an introduction and conclusion	
TEKS 3.11.B.ii	developing an engaging idea with relevant details	
TEKS 3.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
(D) edit drafts using standard English conventions, including:		
TEKS 3.11.D	edit drafts using standard English conventions	
TEKS 3.11.D.i	complete simple and compound sentences with subject-verb agreement	
TEKS 3.11.D.ii	past, present, and future verb tense	
TEKS 3.11.D.iii	singular, plural, common, and proper nouns	
TEKS 3.11.D.iv	adjectives, including their comparative and superlative forms	
TEKS 3.11.D.v	adverbs that convey time and adverbs that convey manner	
TEKS 3.11.D.vi	prepositions and prepositional phrases	
TEKS 3.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 3.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences	
TEKS 3.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places	
TEKS 3.11.D.x	punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

TEKS 3.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 3.11.E	publish written work for appropriate audiences	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 3.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	
TEKS 3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	
TEKS 3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 3.12.D	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 3.13.A	generate questions on a topic for formal and informal inquiry	
TEKS 3.13.B	develop and follow a research plan with adult assistance	
TEKS 3.13.C	identify and gather relevant information from a variety of sources	
TEKS 3.13.D	identify primary and secondary sources	
TEKS 3.13.E	demonstrate understanding of information gathered	
TEKS 3.13.F	recognize the difference between paraphrasing and plagiarism when using source materials	
TEKS 3.13.G	create a works cited page	
TEKS 3.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U1: p. 16, U1: p. 18, U1: p. 31, U1: p. 44, U1: p. 70, U1: p. 134
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)	U1: p. 256
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	
ELPS 1.F	use accessible language and learn new and essential language in the process	U1: p. 57, U1: p. 215, U1: p. 229, U1: p. 254, U1: p. 266
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
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	U1: p. 239, U1: p. 266
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 1		Correlation—Teacher’s Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	U1: p. 145, U1: p. 158, U1: p. 172, U1: p. 184, U1: p. 239
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
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	
<p>(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:</p>		
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	U1: p. 81, U1: p. 94, U1: p. 109, U1: p. 199
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	U1: p. 122
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 1		Correlation—Teacher’s Guide
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
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	U1: p. 231
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	U1: p. 33, U1: p. 59, U1: p. 72, U1: p. 98, U1: p. 123, U1: p. 135, U1: p. 162, U1: p. 189, U1: p. 202, U1: p. 256
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	U1: p. 231
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	
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	U1: p. 21, U1: p. 150, U1: p. 216, U1: p. 268
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	U1: p. 21, U1: p. 46, U1: p. 113, U1: p. 150, U1: p. 176, U1: p. 244

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

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	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(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:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
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	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.



Grade 3 | **Skills 1** | Teacher Guide

ISBN 9798891808614



9 798891 808614